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ABSTRACT

It is the role of the school to assist the individual toward appropriate educational and occupational experiences. Twenty-five New Jersey high schools endeavored to improve their programs for career development by sponsoring innovative guidance projects. The projects explored and developed guidelines in five areas: (1) Special vocational guidance and counseling projects compared new and traditional methods in order to improve the effectiveness of such services, (2) School community coordinator projects developed methods for improving communication between inner-city people and the school, (3) Multi-media techniques projects designed and produced materials to assist the student in clarifying his self-image, (4) Vocational awareness for elementary school students projects explored foundations for career decisions and implications for curriculum development, and (5) Placement coordinator projects placed students in part-time jobs as an aid in exploring their abilities and interests and in motivating them to make meaningful high school or post-high school vocational decisions. Information is included on summer institutes for counselors and on counselor educator seminars. A related document is available as VT 011 002 in this issue. (CH)

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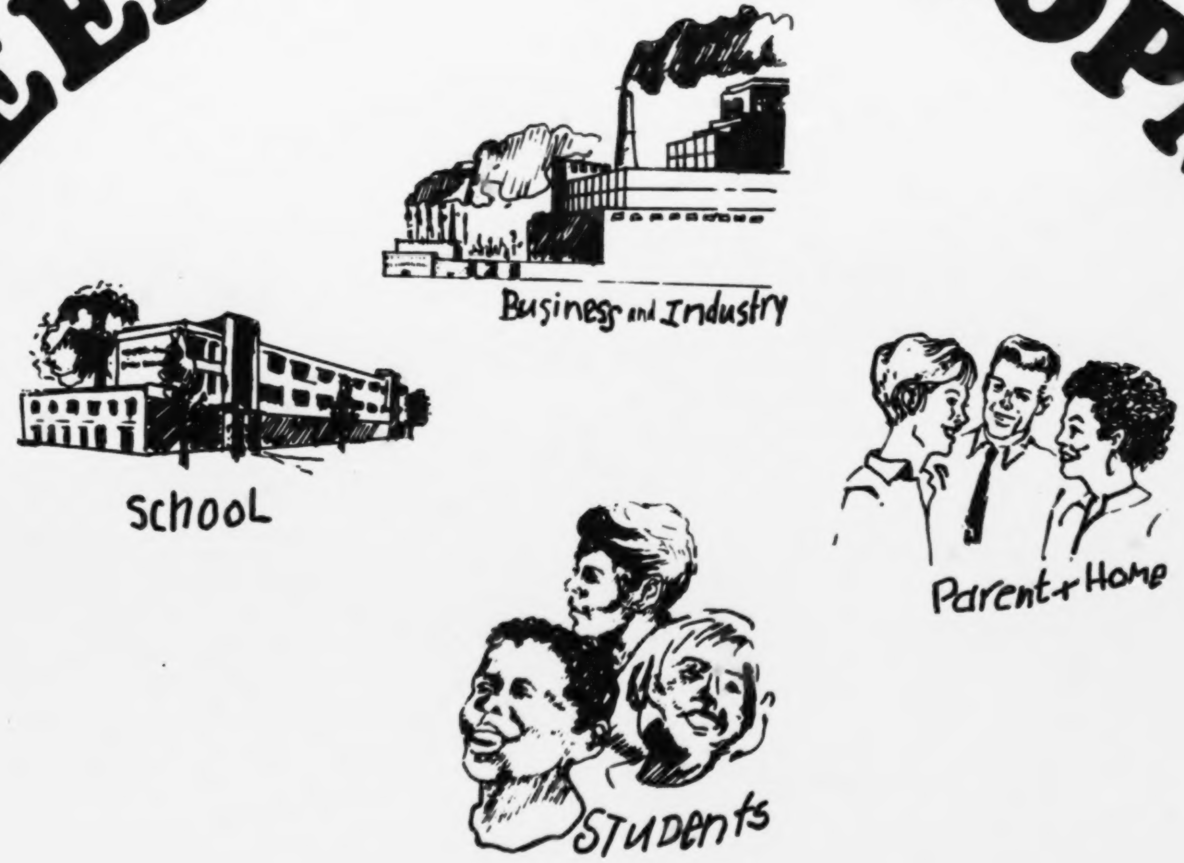
CAREER DEVELOPMENT



"The INVOLVED Commitment"

REPORT OF 1968/1969 VOCATIONAL GUIDANCE PROJECTS

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

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DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON 08625

REPORT OF 1968/69

Vocational Guidance and Counseling Projects

THOMAS W. GAMBINO.
Director of Career Development

- FOREWORD -

The impetus provided by the Vocational Education Act of 1963 and the 1968 Amendments to the Act has contributed to the improved quality of education and particularly helped clarify our commitment to the individual.

The Division of Vocational Education has paid particular attention to the need to implement vocational education within the framework of today's career development concepts.

The broad variety of projects initiated this year by the Division of Vocational Education illustrates our attempt to aid educators throughout the State in seeking answers about career development that will put us in a better position to serve all of the citizens of our State, particularly those in less fortunate situations.

The projects attempt to explore and clarify guidelines for greater involvement of counselors in the implementation of services in certain special problem areas. The project areas are as follows:

- Special vocational guidance and counseling projects. The aim was to take a critical look at the various aspects, new and traditional, of the broad gamut of services provided by the counselor and make an attempt to improve the effectiveness of such services.
- School-Community Coordinator. New techniques and approaches for expanding and strengthening lines of communication between "inner city" people and the school are being developed in these "outreach" projects.
- Multi-Media Techniques. Guidance-oriented multi-media materials were cooperatively designed and produced by subject teachers, counselors, students and audio-visual technicians. The main thrust was aimed at providing opportunities to the student to clarify his self-image.

- Vocational Awareness for Elementary School Students. Foundations for career decisions and implications for curriculum development are under exploration in this project. Work has been carried out with elementary school counselors, teamed up with 5th and 6th grade social studies teachers.
- Placement Coordinator. These projects address themselves to the placement of students in part-time jobs as an aid in exploring their abilities and interests and motivating them to make meaningful high school or post high school vocational decisions.

Our commitment to youth and to the educators who serve them is to provide both consultative and financial aid by implementing programs that will place the citizenry we serve in a better position to benefit through educational opportunities.

The Division of Vocational Education wishes to acknowledge the dedicated efforts of the many educators who participated and gave their support and interest to the projects. It is mainly through such an "involved" commitment, where we make a concerted attempt to improve ourselves, that the people we serve may attain greater productivity and personal satisfaction.

I further wish to extend the appreciation of the Division of Vocational Education to Thomas W. Gambino, Director of Career Development, for his initiative and resourcefulness in setting the stage for expanding our knowledge and application of career development concepts.

The Division of Vocational Education hopes that counselors, counselor educators, teachers, administrators and other educators will find the 1968/69 projects reported herein helpful.

We welcome your comments and suggestions for improving and coordinating the services provided to you by the staff of the Division of Vocational Education.

Robert M. Worthington
Assistant Commissioner of Education

- PREFACE -

The following letter was sent to high school superintendents and directors of guidance throughout the State in May of 1968:

> During the past two years the Division of Vocational Education has provided small grants to a limited number of school districts for the purpose of exploring innovative approaches to vocational guidance not presently available as part of the on-going guidance and counseling service.
>
> Five districts participated during the school year 1966/67. These same five districts plus five other districts, making a total of 10, were provided small grants for special vocational guidance projects during the year 1967/68.
>
> A special feature of the projects during the second year was that two colleges, Newark State College and Glassboro State College, were invited to conduct monthly seminars in order to coordinate the pilot programs in their areas. Counselors in the participating school districts who attended the seminars provided on-going information regarding the progress of pilot programs and were able to gain invaluable insight regarding their own programs and the vocational guidance projects in the other schools.
>
> Plans at present indicate that grant funds will be expanded to include more school districts and more coordinating colleges during the school year 1968/69. It is hoped that you and your director of guidance will review the enclosed material and determine whether or not your school district might be interested in applying for a small grant for this purpose.
>
> To aid you in your deliberations, two final reports of the 1966/67 pilot projects are enclosed to serve to illustrate some areas of vocational guidance that are being developed and expanded. Also enclosed is a sheet of suggested approaches and programs.
>
> So that programs for next year may be planned this Spring, please complete and return the questionnaire, whether or not you wish more information by May 24, 1968.

In response to the letter, approximately 125 persons, representing over 90 school districts, attended an orientation meeting on June 5, 1968. Over 40 proposals, covering a broad variety of vocational guidance and counseling services, were then submitted by interested districts. Fifteen of these were selected for funding

September, 1968. Of this original group of forty, twelve additional proposals were reviewed and approved later on during the school year.

The projects in this group were carefully studied and selected on the following basis; need for the service in the school, ability of the community to pay, need to explore this particular aspect of vocational guidance and counseling from a State-wide point of view, aid to disadvantaged,and proposal design in terms of effectiveness in attaining the goals sought.

The districts engaged in the projects were grouped along geographical lines and participated in three full-day workshops during the school year to discuss various aspects of their respective projects. Each group met with a representative of a counselor education institution located in their geographical areas as follows:

Glassboro State College - Dr. Edward Haldeman, Larry Gurst
Trenton State College - Dr. William Brown
Montclair State College - Dr. Donald Gregg
Newark State College - Roy Cowan

Other projects operating this year,identified as pilot demonstration projects, were conducted in the following areas: elementary school guidance, job placement, school-community coordination, summer institutes for counselors, counselor educator seminars, using audio-visual aids in vocational guidance and counseling.

The abstracts comprising this report are presented, with limited editing, as they were received from participating local districts.

Requests for further specific information regarding the projects may be directed to the personnel in the various school districts or the Division of Vocational Education.

Dr. Morton Margules
Associate State Director

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1. (a) Special Vocational Guidance and Counseling Projects. . . . . . . Page 1

These projects, representing a broad variety of areas are geared towards solving specific local school problems in vocational guidance and counseling that may have important implications for other communities around the State.

Districts are as follows:

Camden High School
Cape May County Vocational/Technical School
East Windsor Intermediate School
Edgewood Regional High School
Hammonton High School
Hanover Park High School
Hunterdon Central High School
Jackson Junior-Senior High School
John F. Kennedy High School, Iselin
Kingsway Regional High School
Long Branch Junior High School
Morristown High School
Newark Vailsburg High School
Newark Westside High School
Plainfield High School
Pleasantville High School
Point Pleasant Boro High School
Rahway High School
Riverside High School
Salem High School
Sussex County Vocational/Technical School
Trenton Central High School
Union County Regional High School
Vineland High School
Warren County Technical School

1. (b) Involvement of Counselor Educators in Special Vocational Guidance and Counseling Projects. . . . . Page 65

Counselor educators cooperated with the Division of Vocational Education in providing assistance to local districts in carrying out their projects. Two-way benefits were derived in that counselor educators were able to provide consultative services and at the same time had the opportunity to become personally involved in the implementation of counseling and guidance services at the local level.

Glassboro State College. . . . Dr. Ed Haldeman
. . . . . . Larry Gurst
Montclair State College. . . .Dr. Donald Gregg
Newark State College . . . . Roy Cowan
Trenton State College. . . . Dr. William Brown

2. Vocational Awareness of Elementary School Students. . . . . .Page 68

Foundations for career decisions and implications for curriculum development represented the major thrust in this project. The study was carried out with elementary school counselors, teamed up with 5th and 6th grade social studies teachers as well as other educators.

3. Using Audio Visual Aids in Vocational Guidance and Counseling . . . .Page 70

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing chances for self-identity, rarely a part of the counseling setting, has been highly effective in this experimental project.

Haddonfield High School
Morristown Adult School
Morristown High School
Pennsauken Township High School
Shore Regional High School
Trenton Central High School
Willingboro High School

4. Placement Coordinator . . . . .Page 87

Placement of students in part-time jobs as an aid in the exploration of their abilities and interests, can provide motivation for making meaningful high school and/or post high school vocational decisions.

Bridgeton High School
Dover High School
Hoboken High School
Lakewood High School
Trenton Central High School

5. School-Community Coordinator. .Page 102

New techniques and approaches for expanding lines of communication between inner city people and the school are being developed in these "outreach" projects.

East Orange High School
Elizabeth High School
Linden High School
Morristown Adult Education
Passaic County Vocational/Technical High School
Perth Amboy High School
Plainfield High School

6. Summer Institutes . . . . .Page 124

"The Role of the Counselor in Vocational Education" represented the theme in these institutes for counselors. The first institute was held at Seton Hall University during the summer of 1967. During the summer of 1968, Glassboro State College offered a similar program. This summer, 1969, Glassboro, Rutgers and Montclair offered programs aimed at expanding the knowledge of counselors regarding their role in the "new vocational education" and its implications for vocational guidance and counseling services. Each institute enrolled 25-30 counselors.

7. Counselor Educator Seminars . . . . .Page 125

Since May 1966, counselor educators have been meeting on a regular bi-monthly basis with guidance personnel of the New Jersey Department of Education. The pattern for the meetings changed this year from round table discussions to participation of the ten New Jersey colleges engaged in training counselors, in four full-day seminars. Nationally recognized speakers served as keynoters in the four sessions. The program was instituted by Seton Hall University in cooperation with the Division of Vocational Education and the Division of Curriculum and Instruction of the New Jersey Department of Education.

1. (a) SPECIAL VOCATIONAL GUIDANCE AND COUNSELING PROJECTS

JUNIOR AND SENIOR HIGH SCHOOLS
Camden, New Jersey
Coordinator of Project: Peter M. John
Superintendent, Dr. Charles Smerin

TITLE: PAYOFF - Parents, Advisors, Youth -- Operating for Facts

PURPOSES:

1. To assist students to gain a better understanding of themselves.
2. To help students and their parents become aware of the kind of employment opportunities available in the area.
3. To inform students and parents of the opportunities open to them through high school and post high school programs of studies.
4. To bring about closer and more compatible interaction between parents, pupils and counselors.
5. To have the guidance office open in the evening for the working parent.
6. To counsel individually with parents who cannot come to school during the regular school day.

ACTIVITIES:

1. Eighteen counselors participated in the project.
2. The guidance offices were opened from 7:00 P.M. to 9:00 P.M. on different nights for each school to accomodate the parent who may have students in more than one school.
3. Although the majority of programs were not formally structured, for the most part they dealt with vocational and educational information, in appraising the student, in interpreting clinical findings, in indicating the employment trends in the community, etc.
4. Individual counseling and small group sessions were conducted.
5. Speakers and consultants from the New Jersey State Employment, the Community College, Civil Service, and industry were solicited.
6. Field trips to the Career Fair sponsored by Greater Philadelphia Chamber of Commerce were conducted.
7. One hundred and thirty-five seniors who plan to go to work at the end of this school year attended Seniorama to be interviewed and complete an application with representatives from local industry. The program was sponsored by the South Jersey Chamber of Commerce.

8. The students and parents from the junior high schools were invited to the senior high school to hear about course offerings. About fifty attended this session.

9. The supervisor of the Coop Program visited the junior high schools to discuss the vocational offerings at the high school, with a group of twenty-five students.

10. Representatives from Camden County Vocational School and from the Camden High Area Vocational School presented their new vocational offerings to over thirty interested parents and students.

11. Many individual counseling sessions with parents and/or students were held through the duration of the program. Over eighty people took advantage of this special opportunity.

12. The parents of students with similar problems were invited for a small group session (i.e. attendance, underachievers, post-high school interest, etc.) Six sessions attended by thirty-five parents were held.

13. The neighborhood churches and community associations were asked to assist with publicizing the program.

14. In some junior high schools the announcements were written in Spanish and student interpreters were used to explain the program.

15. Over forty former senior high school students and adults who dropped out of school attended a special meeting to hear about ways of completing their education and vocational training.

16. Individual conferences were held with twenty-two parents whose youngsters were evaluated by our school psychologist.

17. Some parents were involved in determining the type of program to be presented. Two hundred and thirty-five returns on a survey regarding the special program were received.

18. Representatives from the New Jersey State Employment, Civil Service, Camden County Community College and the Director of the Bureau of Community Services from Rutgers, College of South Jersey, discussed educational and vocational opportunities in their perspective areas.

19. Students and parents of ninth through twelfth grades were involved in the project.

OBSERVATIONS AND CONCLUSIONS:

1. The eighteen counselors who participated in the program agreed that keeping "guidance offices open in the evening has its merit."

2. The counselors indicated that each high school should set up its own program on the basis of its own population needs.

3. The direct contact with parents and students proved to be the best avenue for publicity since the news release, the announcement on radio and TV did not produce the hoped for returns.

4. The four hundred and seventy-nine parents and three hundred and two students who attended the meetings, conferences and counseling sessions indicated that the program was profitable, beneficial, and informative.

5. The rapport between parent, student and counselors at these meetings was good, since no one was pressed with other responsibilities or demands.

6. Individual conferences with parents proved more successful than group sessions.

7. The opening of the guidance offices immediately after school rather than in the evening, did not change significantly the number of persons in attendance.

8. The neighborhood association, the community churches, and local PTA's assistance in announcing the program was helpful.

9. The counselors involved in the project strongly suggest that the evening program be continued with released time during the school day.

10. The need for personal and direct contact was obvious and rewarding.

CAPE MAY COUNTY VOCATIONAL TECHNICAL CENTER
Cape May, New Jersey
Coordinator of Project: Paul Becotte
Superintendent, Robert Toft
Consultant, Charles Brinkerhoff

TITLE: Inter Agency Communications in Cape May County

PURPOSES:

1. Improve vocational guidance counseling services in Cape May County.
2. Coordinate schools, county agencies, and industry into a communicating group aware of problems in vocational guidance.
3. Develop an appreciation of problems inherent to the above groups and devise means for improved solutions to these problems.
4. Develop factual evidence of industrial opportunities for high school and post secondary students.

ACTIVITIES:

1. Formation of the inter-agency communications panel including member schools, industry, county government, labor, etc.
2. Scheduled meetings of the panel.
3. Additional involvements of industrial representatives from throughout the county.
4. Coordination of the project via individual conference sessions.
5. Compilation of industrial services.
6. Beginning of a complete industrial directory.
7. Planned tour of industry for guidance counselors and teachers.
8. Scheduled visitations of industrial representatives to the schools.
9. Consideration of ways and means to cement renewed interest in school and industrial relations.

RESULTS:

1. Recognition of need for inter-agency, school, business, and industrial coordination.

2. Development of the means for communications among industrial, school, and county agency representatives.

3. Planned industrial visitation schedule for counselors, teachers, and agency supervisors.

4. Mutual awareness developed of the nature of the problems involved in guiding the interests of youth into channels benefiting industry and local agencies.

5. Involvement of additional agencies such as the County Chamber of Commerce, the County Economic Development Commission, and the NAACP as well as the Human Resources Agency and the original Inter-Agency Panel members.

OBSERVATIONS AND CONCLUSIONS:

1. Employers and community agencies welcomed the opportunity of closer coordination with schools in the county.

2. All agencies felt that they could meet the needs of the students and effect more productive placement.

3. More businesses should become involved in the program as well as more educational personnel. Each stands to benefit in accord with his respective needs.

HIGHTSTOWN INTERMEDIATE SCHOOL
Hightstown, New Jersey
Director of Project: Mrs. Gladys Henry
Acting Director of Guidance: Mr. Harold Cox
Mr. Fred Wian, Principal
Mr. Melvin H. Kreps, Superintendent

TITLE: Student Exploration of Local Job Opportunities through Sight and Sound

PURPOSES:

1. To afford opportunities for disadvantaged eighth grade students and their teachers to explore and familiarize themselves with vocational opportunities in the community.

2. To increase the teachers' awareness of the nature of various vocations in industries, so that a more practical approach to curriculum revision might be made in terms of relevancy.

3. To increase the relationships and contacts between school and local industries.

4. To involve parents by defining and explaining what the program is hoping to do for the children.

5. To stimulate a greater interest in school by children through industrial visitations and follow-through demonstrations with relevant subject-matter materials.

6. To show avenues for possible success to boys and girls who have been unsuccessful or failures as students.

7. To increase and improve communicative skills of certain youth by involving them in the sight and sound process.

8. To lay ground work for students of less academic interest so that they may be prepared to continue the interest, exploration, and study in such areas as INTRODUCTION TO VOCATIONS and ultimately to vocational programs in high school.

ACTIVITIES:

1. Students left the structured classroom on seven different occasions to visit the world of work through plant tours to McGraw Hill, Cities Service, RCA, IBM, General Motors, Meadow Lakes, and the Hightstown High School Vocational Department.

2. Four small groups of five students each were organized and involved in sixteen, hour-long sessions of vocational discussion with four teachers.

3. Pictures and tapes of the field trips were made when circumstances and host industries permitted. These became basis for critiques at classes.

4. There was parent, teacher, counselor, student, and community involvement. There was liasion with the high school through the services of two consultants who have current experience in the work-school program for high school students.

RESULTS:

1. Teachers and students developed a greater awareness of the vocational opportunities afforded by the community.

2. Selected industries became more aware of the desire of school people to learn what industry needs.

3. The self image of the students was improved by means of the small classes. More realistic aspirations were developed. Genuine enthusiasm ensued from the plant tours.

4. An appreciation of school relevancy to work was developed.

5. A group of low motivated students felt that their needs were being met and more positive behavior developed.

6. All twenty students finished the program, and all commended its value to next year's group. About half chose to continue with a study of vocations in high school.

OBSERVATIONS AND CONCLUSIONS:

1. Students made definite progress in awareness that the world of work is not remote.

2. Teachers felt that their role in career development was made more immediate, more urgent.

3. The culminating evening program where all involved in the program came together and reviewed the work was well attended by parents and was a satisfactory and fruitful conclusion.

4. The program will be continued next year with an expanded number of students and teachers.

EDGEWOOD REGIONAL HIGH SCHOOL
Atco, New Jersey
Director of Project: Michael Bresser
Superintendent, Leonard Westman
Principal, Neil Pinkerton

TITLE: Audio Visual Vocational Information

PURPOSES:

1. To start replacing printed vocational information with locally developed audio-visual information.
2. To induce commercial distributors of vocational information to adopt an audio-visual approach.
3. To establish a working relationship between school and the job market of the community.

ACTIVITIES:

1. Manufacturers of photographing equipment, sound-taping equipment, and projecting equipment were contacted for information on suitable products.
2. The industries in the community were canvassed in order to establish priority of the industry most in need of workers. The garment industry was selected.
3. Pictures were taken of the general environment, working conditions, specific job operations, training programs, earning possibilities in one factory. Also taken were pictures of other clothing factories in the area. A total of 120 pictures were taken.
4. The developed slides were screened and 75 slides selected, put into an informational program (carousel). A script for four student voices (two male, two female) was written, and the spoken words were taped on one track of a stereo tape.
5. Background noises of the factory and music were taped on the second track and the combined sound track recorded on the tape of the Teaching Dynamics tape casette, and synchronized for automatic advancement of the slide carousel.
6. A questionnaire was administered to a group of eleventh grade students in order to measure information on the garment industry. The audio-visual program was presented and the questionnaire re-administered.

RESULTS:

1. Counselors and teachers discovered the "real" world of work in the community including types of jobs, and employment opportunities available to students.

2. Personnel managers of the garment industry welcomed the opportunity to cooperate and wholeheartedly support the project. A base for future team work was established.

3. After being exposed to the audio-visual program on the garment industry, students showed a significant increase of interest in working opportunities and training programs of clothing factories (there has been no follow-up yet on job applications to the garment industries resulting from the audio-visual vocational information program.)

4. Two counselors, two social studies teachers, the teacher of the photo club, of the hi-fi club, the AVA teacher, and the drama club advisor were involved directly and indirectly in the development of the program, thereby expanding their own professional background.

5. Four students of the drama club, three in the photo club, five students in the hi-fi club, and two elective arts students cooperated in the production of the program and profited vocationally by it.

6. Fifty, eleventh grade terminal students were involved in the tryout of the program. Five ex-students, presently employed in the garment industry became part of the presentation.

7. Plans have been made and submitted to expand the project and cover all major employers in the area.

8. This locally developed audio-visual vocational information is available to guidance counselors, individual students, and classroom teachers, filling a long felt gap in present vocational guidance.

OBSERVATIONS AND CONCLUSIONS:

1. Producers of printed vocational information are not inclined to adopt the audio-visual approach.

2. Local employers are eager to help the school with vocational guidance.

3. Teachers and students involved in the production of the program were enthusiastic and asked for a chance to participate in the future. Tentative plans have been made to develop this into an autonomous activity with possible expansion into filming and video-taping.

4. Initially the audio visual vocational programs were intended for vocational guidance of the terminal student in high school. But they also can be used in the junior high schools of the district for guiding 8th graders into the nearby County Vocational Technical School and into the training program of the district vocational high school.

HAMMONTON JUNIOR-SENIOR HIGH SCHOOL
Hammonton, New Jersey
Director of Project: Frank T. Yopp
Superintendent, Dr. Dominick Garofalo
Principal, Charles Dispoto

TITLE: Project F. I. V. E. - Faculty Implementation of Vocational Education

PURPOSES:

1. To analyze what is currently being done in vocational guidance in our school.

2. To collect and organize occupational materials and ideas for use by all faculty members.

3. To increase vocational guidance in the classroom.

4. To create faculty awareness of the importance of a joint effort in vocational guidance.

5. To strengthen the working-together relationship between teachers and counselors.

6. To utilize materials and resources available in the community.

7. To improve faculty understanding of the nature of the local and nearby labor market.

ACTIVITIES:

1. Four teams, each made up of one counselor and two teachers, studied what is currently being done in our classrooms related to occupational guidance.

2. The teams; covering the areas of English, social studies, mathematics, science and business subjects researched literature in the field.

3. A Cooperative Industrial Education representative surveyed the nearby labor market for useful information related to our work.

4. The participants "brainstormed" ideas, to try in their classrooms that would be of occupational value to students.

5. Students (approximately 120) were surveyed regarding their awareness of occupations, and their interests and ideas concerning information they would consider valuable.

6. The teams planned and recorded a variety of ideas that could be attempted in the classrooms that would aid students in their vocational awareness and development.

7. Plans were made to share these ideas with other faculty members, and to implement some of the plans formulated this year.

RESULTS:

1. Teachers and counselors developed a working-together relationship to aid students in occupational guidance.
2. Teachers became more cognizant of the lack of emphasis placed on lessons of occupational value in the typical classroom.
3. Teachers became more aware of the values of occupationally related lessons, especially for the underachievers and educationally deprived students.
4. Teachers became more aware of the part they play in helping students in occupational awareness and development.
5. Ideas were developed that can be attempted in the "academic" classroom that would be of occupational value.
6. Basic plans were made for lessons of occupational value. The number of plans developed in each area were: English - 32, mathematics - 23, science - 56, social studies - 33, and business - 26.
7. The participants realized many ways of covering their subject matter that would also be of occupational value.
8. Information was collected regarding community resources that could be helpful in carrying out many of our plans.
9. Labor market information was assembled for use by our students.
10. Information was collected regarding training and placement possibilities at various places of employment.
11. Plans were made to involve approximately twenty-eight teachers in implementing classroom lessons of occupational value next year.

OBSERVATIONS AND CONCLUSIONS:

1. Significant progress was made in involving the faculty in playing a part in the occupational awareness and career development of students.
2. It appears that more than 90% of our "academic" teachers and approximately 50% of all of our teachers will be initiating lessons of occupational worth as a direct result of this project.
3. Most of the participants in the project indicated significant progress in the following areas:

a. The project work has encouraged them to attempt lessons of occupational value.

b. There was an awareness that there is much value to be gained by students who take part in classroom activities of an occupational nature.

c. Teachers feel they should play "a major part" in helping to educate students in values related to the world of work.

d. At least half the teachers have already attempted different lessons of occupational value since the project began.

e. All agreed that counselors and teachers should work together more in helping students in the area of vocational development.

f. Much value is seen in next year's project plans to implement the results of this year's work.

HANOVER PARK REGIONAL HIGH SCHOOL DISTRICT
Whippany, New Jersey
Director of Project: Robert W. Deckman
Superintendent, Dr. William V. Godshall
Principal, Hanover Park: Gehard V. Kellner
Principal, Whippany Park: Ronald G. Watson

TITLE: Public Relations Program to Orient Staff, Students and the Community to the Value of Vocational Guidance and Counseling

PURPOSES:

1. To instill in students, parents and teachers the value of vocational guidance.
2. To give students, parents and teachers first hand information from business and industry, employees on the job, and school alumni about occupational requirements, opportunities and trends.
3. To improve parents' and teachers' effectiveness in meeting the vocational needs of youth.
4. To utilize community agencies in preparing employment bound students for the world of work.
5. To guide potential drop-outs into an awareness of the need for staying in school.
6. To improve pupils' self-image and to help them look upon the world with a view towards making a worthy contribution to it through the world of work.
7. To uncover new sources of employment opportunities.

ACTIVITIES:

1. An advisory committee representing the local churches, parents, business and industries, the two high schools, and the Division of Employment Security helped direct the planning of the program.
2. A total of ten staff members were immediately involved in carrying out the project: two industrial arts members, four counselors, an English teacher, and three business education members.
3. A booklet entitled "Careers Now" was created to depict various career oriented curricula available within our school program.
4. The booklet was mailed to approximately one hundred sophomores not pursuing a college preparatory program or not already enrolled in one of the vocational areas for their junior year.

5. The parents of all ninth graders in both schools received a copy of the booklet via the post office. (There were 483 students in the ninth grade of the two high schools.)

6. The entire staff of both high schools and the three sending districts were given a copy of the booklet. (Approximately 315 faculty members).

7. One hundred forty business firms in the nine surrounding areas were mailed a copy of the booklet.

8. In conjunction with the Occupational Advisory Committee, a series of six open house programs were announced where not only school personnel but also representatives of local businesses were available to talk with parents.

9. The major activity of the counselors was contacting parents and students to explain personally the high school programs and to invite these people to the high schools to acquaint them with the vocational facilities.

10. Fifty sophomore students, thirty from Whippany Park High School and twenty from Hanover Park High School, were selected to receive personalized counseling and follow-up. They were selected on the basis of being non-goal oriented, under-achievers and prospective drop-outs. Sophomores were selected because generally the junior level is the first year a student can enter the vocational type training programs.

11. The "select" fifty students plus an additional twenty-two interested freshmen and sophomores were given a special guided tour of the industrial arts and business facilities.

12. At the conclusion of all the activities, the fifty "selected" students were contacted again to see if there was any immediate desire to change their plans for the up-coming school year.

13. Pictures were taken of seniors performing in class this year, and next year pictures of these same students will be taken working on the job. This "before and after" concept will be incorporated in the revised "Careers Now" booklet.

14. A follow-up of employers who were mailed the "Careers Now" booklet is being conducted to see if they need or desire any further information.

15. The booklet "Careers Now" was discussed with our present occupational students to give them a better overview of the total program.

16. Publicity was carried out through newspaper releases and bulletin board displays.

RESULTS:

1. The booklet published was a great help to the guidance department staff when explaining the vocational choices available to the student.

2. Those parents who did not attend the open house meetings were pleased to be contacted by phone and felt that the school was offering a special program or subject for their child.

3. In the high school that stresses college attendance, time was finally given to the vocationally oriented student and program.

4. Many additional industries now know that Hanover Park Regional High School District offers worthwhile vocational courses.

5. Definite time was arranged to examine the vocational wing of the school by faculty, guidance personnel, administrators, students and parents. The booklet reached those not able to tour the facilities in person.

6. The guidance staff became much more aware of the course content of the program, of local occupational opportunities and trends, and of the many complexities of guiding students, parents and teachers in the area of career planning.

7. The students' involvement in the printing of "Careers Now" opened their eyes to other career areas and to the needs of industry in these areas.

8. The field trips enabled interested students to gather first hand information about the program and to talk with students presently enrolled.

9. Although the attendance of parents at the various open house programs was sparse, there did appear to be evidence that as a result of the entire program parents and students were made aware of the variety of opportunities available within our school program.

10. Statistical results are as follows:

    a. As a result of the project seven students were enrolled in four different career programs. (Drafting, Cooperative Secretarial Practice, Metals Shop, and Electricity and Electronics.)

    b. Eight students although not officially enrolled in the career program will plan further courses in the area of their interest.

    c. Eight of the selected students were in Cooperative Industrial Education and choose to remain in the program rather than acquire a specific skill or trade.

d. Four students whose parents had not given their full support to their sons taking one of the vocation courses have now done so.

e. Four of the original students selected dropped out of school during the program.

f. Seventeen students expressed no interest in persuing this type of education.

OBSERVATIONS AND CONCLUSIONS:

1. Parents were impressed with the fact that they were personally contacted about the programs.
2. Parents were most reluctant to allow school officials to come to their homes for conferences.
3. A strong college attendance pressure exists.
4. Students in the programs can be our best salesmen; they should take part in future meetings with parents.
5. Once we graduate students from within the programs, industrial employment contacts will be more effective.
6. Industrial and business concerns are interested in the program as it relates to their employment needs.
7. The field trips to examine the offerings worked well; the students in the various areas assisted in presentations. Their knowledge and skills were impressive to those on the field trip.
8. More emphasis should be placed on working with the student rather than with the parent. When the student is motivated he sells his parents on the program.
9. Several students felt they were singled out by being called to a larger group meeting and because of this appeared resistant to the program.
10. There is a reluctance on the part of students to transfer from one high school to the other after they have entered ninth grade.

RECOMMENDATIONS FOR FUTURE CONSIDERATION:

Planning for the immediate future must take into account handicaps imposed by past vocational programs. Not only has vocational guidance been largely neglected in the past but negative stereotypes of such programs have often stymied their effectiveness. Therefore, realistic plans must envision long range goals and not expect dramatic immediate changes. Developing positive attitudes must be an on-going process. The following ideas will be considered for next year's pilot program:

1. Revise the "Careers Now" booklet to include photos of our students in school and of our students in business and industry working in the seven vocational areas.
2. Prepare a tape and slide story for use at meetings.
3. Make visits to selected industries by industrial arts, business and guidance staffs.
4. Direct major attention to eighth and ninth grade students and their parents.
5. Develop a prognostic testing program for students interested in the seven occupational areas.
6. Offer on an after school basis, exploratory and enrichment courses in the occupational areas.
7. Present an in-service career planning program for staff members.
8. Unify the vocational occupational, cooperative office training, and cooperative industrial training advisory committees.

HUNTERDON CENTRAL HIGH SCHOOL
Flemington, New Jersey
Director of Project: Francis M. Kosch
Robert C. Shoff, Principal
Robert C. Shoff, Superintendent

TITLE: In-Service Programs in Vocational Education

PURPOSES:

1. Define vocational education and its implications for Hunterdon County.
2. Define the role of the guidance counselor in vocational education to enable counselors to:
   a. Provide information for realistic planning.
   b. Identify and encourage the enrollment of individuals in vocational education programs.
   c. Assist those individuals pursuing a planned vocational program.
   d. Aid in vocational placement.
   e. Conduct follow-up studies to determine the effectiveness of the vocational education programs.
3. Provide better articulation and communication between the guidance counselors and:
   a. All schools within the county; elementary, secondary and post graduate.
   b. Local industry and business.
   c. The New Jersey Employment Service.
   d. Unions
   e. New Jersey State Department of Education
4. Develop a "model" for in-service programs that might be carried out on a local district basis.

ACTIVITIES:

All of the guidance personnel from all of the county schools were invited to participate in the planned seminar sessions. A total of 25 people are involved in guidance work in the county schools. In addition, when appropriate, other school personnel were invited to attend the sessions. Eight sessions were held. The sessions held and the number of participants were as follows:

1. Orientation to Vocational Education in Hunterdon County.
   Presentations were made by the County Superintendent of Schools and the Hunterdon County Vocational Coordinator. Twenty-three guidance personnel participated in this session.

2. The Role of the Vocational Division of the State Department of Education.
   Five representatives from various areas within the Vocational Division of the State Department of Education made presentations. Twenty-three guidance personnel participated in this session.

3. Field Trip to Riegel Paper Company, Milford, New Jersey.
   Presentation by two members of the Personnel Department and four of plant facilities. Twenty-two guidance personnel participated in this session.

4. Field Trip to Trenton Times, Trenton, New Jersey.
   Presentations by three members of the staff and a tour of the plant facilities. Nineteen guidance personnel participated in this session.

5. Field Trip to Bucks County Vocational and Technical High School, Fairless, Pennsylvania.
   Presentation by selected staff members and tour of facilities. Twenty-two guidance personnel participated in this session.

6. Hunterdon County Automobile Dealers Association.
   Four members representing different phases of the Automotive Industry made presentations. Twenty-five guidance personnel participated in this session.

7. Field trip to Hunterdon Medical Center.
   Presentations by members of the Administrative Staff and tour of the facilities. Nineteen guidance personnel participated in this session.

8. The Future of Vocational Education in New Jersey.
   Presentations were made by the Assistant Commissioner of Education, Vocational Division of the State of New Jersey, and a Vocational School Supterintendent. Twenty-one guidance personnel participated in this session.

RESULTS:

1. Guidance personnel developed a greater understanding of vocational education and its place in the total educative process.

2. Guidance personnel developed a greater awareness of their community, industry in the community, and the allied roles that need to be developed by all resources within the community.

3. Guidance personnel were able to develop contacts that should prove valuable in future vocational counseling activity.

4. Visitations to industry provided the counselors with significant information regarding the needs of employers with regard to the kinds and types of employees needed.

5. Provided all counselors with an insight into the Area Vocational School Concept.

6. Provided a means of communication and articulation to be developed among the guidance personnel in the county. (Hunterdon County has no N.J.P.G.A. organization).

7. Enabled the counselors from those schools not designated as Area Vocational Schools, but eligible to send students to Area Vocational Schools, to become familiar with the vocational programs to be offered.

OBSERVATIONS AND CONCLUSIONS:

1. Survey forms completed by the counselors showed the seminar to be a positive professional experience for an overwhelming majority of the people involved.

2. Survey forms indicated a desire on the part of most counselors to be involved in a continuing in-service program in the vocational guidance area.

3. The seminar may serve as a springboard for the development of a formal guidance association affiliated with N.J.P.G.A.

4. Survey forms completed by the counselors indicated a need for student involvement in programs to be planned for the future.

5. The industrial and business world is eager to be involved directly with schools in helping to provide physical resources and personnel that schools are unable to provide to help youngsters develop insights into the world of work.

6. Involve in future programs some teachers whose areas of concentration could be classified as prevocational or vocationally oriented.

7. Continuing need on the county and state level to provide funds and personnel to coordinate and articulate vocational education programs on a broader base.

JACKSON HIGH SCHOOL

Jackson, New Jersey
Director of Project: H. Herbert Luehrs
Superintendent, Gerald V. Savage
Principal, Frank Morra

TITLE: Educational Motivation and the World of Work

PURPOSES:

1. To assist students in understanding the relationship between their school program and the "world of work".
2. To identify broad areas of occupational interest of a selected group of children.
3. To establish and maintain a working program with business and industry.
4. To enable students to gain a realistic perception of the "world of work".
5. To develop sound attitudes towards work through a comprehensive counseling program.

ACTIVITIES:

1. An "advisory" team made up of counselors, teachers, administrators and representative of business and industry planned a program for tenth graders (250 students) to assist these students in understanding the relationship between their education and the "world of work".
2. An Occupational and Career Interest Inventory was administered to 227 tenth grade students.
3. Letters were sent to tenth grade parents explaining the purpose of program and enlisting their support.
4. First choice interest categories for each student were categorized in broad occupational fields. No student was limited to his first interest choice or given assigned grouping.
5. Following preparation (administration - faculty cooperation - speaker recruitment), a Occupational Information Week for tenth grade subject oriented classes was conducted. Speakers visited students in appropriate subject classes, including:

Pharmacist	-	Biology
Law Enforcement	-	English and History
Newspaper Reporter	-	Journalism
Technical College	-	Shop and Mathematics
Educators	-	English
Insurance Executive	-	Business and English
Architect	-	Geometry
Restaurant Manager	-	Food Services
Lab Technician	-	Biology

6. The existing career file was evaluated, reorganized, updated and expanded to a full four drawer file and moved into the Guidance Reception Area so as to be more accessible to students.

7. 197 students organized in small "interest" groups, were taken on 18 field trips for "on the job" career orientation. Follow-up discussion and counseling was conducted.

RESULTS:

1. Community leaders were enthusiastic in their response and support of the project.

2. The Interest Inventory Survey aroused considerable interest among tenth grade students and contributed to their response to the after school hours field trips.

3. The classroom speakers during Occupational Information Week created a climate for further classroom investigation that continued throughout the remaining school year. This included special projects, films and speakers.

4. A growing awareness of school and subject relevancy to the "world of work" developed.

5. Students became more perceptive to the growing need for academic subject sophistication and knowledge in order to enter employment in a technological era.

6. The teachers directly involved in the project were enthusiastic and very helpful.

OBSERVATIONS AND CONCLUSIONS:

1. A greater attempt should be made next year to identify and encourage the disadvantaged and lesser motivated students to participate in the after school field visits.

2. As many teachers as possible should be involved in the project, particularly as it relates to their subject area.

3. The successful Occupational Information Week for tenth graders suggests that a school-wide "Career Day" would be meaningful for all students.

4. A very rewarding discovery was to learn how enthusiastic and supportive the business and professional community is and how willing they are to give of their time and resources.

JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
Iselin, New Jersey
Director of Project: Mrs. Roslyn Gross
Superintendent, Patrick A. Boylan
Principal, Miss Mary P. Connolly

TITLE: E.V.E.N.T. - Evaluation of Vocational Education Now and Tomorrow

PURPOSE:

1. To determine the effectiveness of the current structure of vocational education as it affects the students and graduates of John F. Kennedy Memorial High School, as well as their future employers.
2. To establish a pattern for evaluation procedures that can be utilized by other school districts having the same questions concerning the effectiveness of their vocational education programs.

ACTIVITIES:

1. A committee of five counselors and three vocational education teachers developed a systematic approach to Project E.V.E.N.T.
2. An objective overview of the nine current vocational education offerings was undertaken and the process by which this facet of the curriculum had been established was examined.
3. An advisory committee consisting of the school principal, parents, students, industry representatives and the N. J. State Employment Office was formed.
4. The committee developed a set of questionnaires to be distributed among students enrolled in vocational programs, non-participating students, graduates, parents, employers and teachers.
5. Questionnaires were distributed and the data received from 190 presently enrolled student participants, 69 non-participating students, 138 graduates, 71 parents, 40 employers and 78 teachers were collated and evaluated.
6. An interim report was given to school administrators at the time of the year when course offering decisions were being made for next year.
7. Visits were made to industries that have never employed John F. Kennedy graduates.
8. Recommendations were made to the school administration, based on conclusions reached after evaluation of responses.

RESULTS:

1. For the first time consideration was given to factors which should be considered in instituting vocationally oriented courses.

2. Responses to questionnaires made it possible to evaluate the effectiveness of vocational education programs in serving the needs of students, graduates and employers.

3. Administrative decisions regarding course offerings for the next year were made on the basis of information received as a result of this survey.

4. A chart of job opportunities in companies which did not employ our graduates heretofore was developed as a result of this survey.

5. Feedback from employers and graduates was given to all teachers of vocational subjects.

6. Favorable relations were established within the community as a result of the advisory committee.

7. A pattern has been established for evaluating the effectiveness of vocational education programs in any school system.

8. The entire faculty became more aware of vocational offerings in the school.

OBSERVATIONS AND CONCLUSIONS:

1. Questionnaires can be revised to eliminate data not pertinent to the effectiveness of the program.

2. There is a need for periodic evaluation of vocational programs to determine their effectiveness.

3. The need for additional opportunities for on-the-job training for the vocationally oriented student became apparent, and a recommendation was made for a cooperative industrial education work-experience program.

4. The Business Education Department has done a very effective job of meeting employer's requirements.

5. Graduates appreciated the opportunity to make their views known on curricular offerings.

6. Students and graduates expect vocational education teachers to be more involved in their vocational plans.

7. Parents of non-college-bound students are anxious to have their children receive preparation for employment.

8. Local employers are very anxious to cooperate with the school.

9. School administrators appear to appreciate the information developed by this project.

KINGSWAY REGIONAL HIGH SCHOOL
Swedesboro, New Jersey
Directors of Project: Andrew Shavel
Ralph Baker
Superintendent, Robert S. Costill
Principal, Harold A. Eaton

TITLE: Vocational Awareness Through Guidance

PURPOSE:

1. To create greater interaction between school counselors and potential employers.
2. To develop within the students a respect for the dignity of work.
3. To provide the opportunity for students to confer with potential employers and workers on the job in order to establish a better understanding of the needs of both the employer and employee.
4. To use whatever media is necessary to provide up-to-date occupational information. This would include films, tapes, literature, posters and speakers.
5. To help students develop positive self-concepts through a program of group and individual counseling sessions.
6. To help place in full-time jobs as many of the terminal graduating seniors as possible.
7. To implement the carry-over of whatever is learned through this program into the curriculum.

ACTIVITIES:

1. Questionnaire provided to each teacher starting the purpose of the program and inviting the teacher to help identify students in most need of such a program.
2. Counselors screened questionnaires and student files for further identification of student.
3. Confer with other counselors in order to determine specific student needs.
4. Forty-four seniors were chosen to participate in the program.
5. Individual counseling sessions with students to acquaint students and to develop enthusiasm for the program and to have each student evaluate his interests, skills and attitudes in relation to the world of work.

6. Visits and contacts with industry to obtain information concerning possible employment opportunities.
7. Arrangements made for job interviews for students.
8. Assistance provided by counselors in interviewing techniques and filling out applications.
9. Students encouraged and assisted in developing resumes.
10. A follow-up was conducted after graduation to determine the success of the group in obtaining jobs.

RESULTS:

1. Students became actively involved in thinking about and planning for employment.
2. Students developed the self-confidence necessary to actively seek employment.
3. Counselors became more aware of students specific problems in obtaining employment.
4. Counselors achieved a better working relationship with employment personnel in industry.
5. Student's employment goals became more realistic after reading literature and using other media about the world of work.
6. Two weeks after the close of school, thirty-two out of forty-four have obtained employment. Two of these in the military. Four have good prospects and are awaiting results of tests or physicals. Four girls cannot work because of problems at home which require their presence. Three girls are definite problems due to lack of skills. We were not able to locate one boy.

OBSERVATIONS AND CONCLUSIONS:

1. Most terminal senior students do not think about or actively plan for employment after graduation during their senior year unless encouraged to do so.
2. Most of the girls do not wish to travel more than approximately ten miles to work.
3. It was difficult for some of the boys to participate in all aspects of the program due to commitments to athletics after school.

4. Some students who appeared to be very employable had difficulty due to minor physical problems.

5. During the period this program was conducted, boys had a much better chance of obtaining employment than girls.

6. A greater awareness of the curriculum needs of terminal students must be developed. Many advanced skills necessary for employment cannot at this time be provided for in the curriculum.

LONG BRANCH JUNIOR HIGH SCHOOL
Long Branch, New Jersey
Director of Project: William C. Waldeyer
Superintendent, William H. Meskill
Principal, James J. Mazzacco

TITLE: An On-Going Winter Guidance Screening, Selection, and Possible Part-Time Summer Employment for a 1969 Summer Introduction to Vocations and a Vocational Program

PURPOSES:

1. To emphasize the fact that both the school and the community are interested in the potential contribution of the employment-bound student.

2. To enlist the interest and assistance of students, parents, and community agencies in the development of a viable and effective curriculum for the potentially terminal student.

3. To provide part-time employment opportunities for students over 14 years of age, predicated upon the applicant's acceptance and attendance in a 1969 proposed summer Introduction to Vocations and Vocational Program.

4. To make students and parents aware of observable differences in occupational interests and aptitudes among students through counseling conferences.

5. To stress the need for acquiring accurate and extensive occupational information.

6. To provide examples through "open house" programs, demonstrations and workshops of the nature of manipulative experiences that will be offered in the proposed 1969 Summer Program.

7. To seek information about the student body that might encourage curriculum revision.

8. To elicit the cooperation and coordination of teachers and counselors in developing occupationally orientated materials and curriculum.

9. To identify students who are in need of occupational information.

10. To guide potential "push-outs" and "shove-outs" to an awareness of the need for staying in school.

11. To eliminate last-minute organizational difficulties for the 1969 Summer Program by intensive pre-screening, interviewing, and parent and student counseling.

ACTIVITIES:

1. Formation of an Advisory Committee including a social worker, police, personnel manager, community action program, etc.

2. Workshops:

   a. Review and discussion of the 1968 Summer Introduction to Vocations and Vocational Program.
   b. Planning for an "open house" for parents, students, and community leaders.

   c. Discussion of curriculum development needs.

   d. Advisory Committee and staff discussion of curriculum development.

   e. Actual curriculum development in the Introduction to Vocations cycle areas of Business Education, Home Economics, Industrial Arts, Know Yourself, and Science.

3. Activities accomplished as a result of staff workshops

   a. Orientation of staff and Advisory Committee of the 1968 Summer Introduction to Vocations and Vocational Program via a film made by the 1968 summer staff.

   b. Parent, teacher, community agencies, staff and guidance counselor involvement.

   c. The development of improved curriculum for an Introduction to Vocations Program in each area of study.

   d. An "open house" program to orientate parents and students was attended by 110 people.

   e. Parent participation in curriculum development.

   f. Preparation of a brochure concerning the "open house."

   g. Guidance offices open for parent-student conferences a number of evenings.

   h. Interviewing of program applicants.

   i. Orientation of teachers regarding their role in curriculum development.

   j. Completion of a study to determine what percentage of students elect non-college preparatory courses.

   k. Completion of a study of tests necessary to identify potential drop-outs. (The Cottle School Interest Inventory was selected.)

RESULTS:

1. Discussion with our Advisory Committee indicated a definite need for An Introduction to Vocations Program.
2. A workable curriculum for An Introduction to Vocations course was developed.
3. The "open house" was a success. It was attended by over 100 and well received by parents and students.
4. Community resources and parents were used in planning and developing the curriculum for the terminal student.
5. Fifty student applications for the 1969 Summer Program have been accepted and processed.

OBSERVATIONS AND CONCLUSIONS:

1. "Involved" curriculum development makes school experiences more meaningful to students.
2. Community leaders and parents welcomed the opportunity to contribute to curriculum innovation and change.
3. The need to re-evaluate the point of view of the entire school staff toward the terminal student is evident.
4. The staff was made aware of the need for occupationally-orientated materials.
5. An improved curriculum has been developed as a direct result of in-service workshops.
6. Since approximately 50% of the Long Branch Junior High School student body elects non-college courses, further development in the area of Introduction to Vocations and vocational subjects is merited.
7. Additional conclusions and evaluations can be made at the end of the 1969 Summer Program.

MORRISTOWN HIGH SCHOOL
Morristown, New Jersey
Director of Project: G. Regionald Harrison
Superintendent, Dr. Harry Wenner
Principal, William E. Kogen

TITLE: Single TV Concepts for the Vocational Classroom

PURPOSES:

1. To provide a wider range of education through increased visual stimulation.
2. To reinforce a single concept point of instruction.
3. To study the influence on the effectiveness of the classroom teacher through the expansion of an important avenue for learning "sight".

ACTIVITIES:

1. A total of six single concept tapes were prepared by students and individual faculty members.
2. Approximately 50 students contributed in some way to the six-tape series.
3. The subjects covered: How to Use the Library, How to Prepare a Job Application, etc., gave vocational students needed training in standard educational areas.
4. All tapes were reviewed and evaluated by subject department heads and recommended to interested teachers in that particular department.

RESULTS:

1. Tapes are now on the tape shelf to be used as needed by the students and teachers. New films will be produced for "next" groups of students since an important aspect is that the student "sees" himself.
2. All tapes had added impact, as predicted, due to viewers' familiarity with student narrators and school surroundings.
3. Teacher response was excellent. Twelve teachers already have requested their own concept shows for next year.

OBSERVATIONS AND CONCLUSIONS:

1. Concept tapes can change a teacher's attitude in dealing with her subject matter by showing her new approaches to learning.
2. Concept tapes, as teaching aids, can bring life-like subjects under discussion right into the classroom.
3. Concept tapes can invigorate lectures and show what is being said whether the subject be elephants, lollypops or careers.
4. Students accept the new approach enthusiastically by virtue of their spirited remarks to teachers concerning the technique.
5. Concept tapes have their limitations if employed too frequently.

NEWARK VAILSBURG HIGH SCHOOL
Newark, New Jersey
Director of Project: Mrs. Beatrice Geller
Superintendent, Franklyn Titus
Principal, Dr. John T. McSharry

TITLE: JOIN - Juniors Occupational Information Needs

PURPOSE:

1. To provide junior students an opportunity to participate in an intensive vocational guidance unit to be conducted through United States History classes.

2. To attempt to broaden students' awareness of job opportunities commensurate with their abilities and interests, in order that they will select appropriate career goals now and in the future.

3. To attempt to acquaint students with opportunities for further training.

4. To attempt to show the relationship between school and work.

5. To attempt to awaken the interest of pupils toward the demands of employers in order that pupils may better prepare themselves to enter the world of work.

ACTIVITIES:

1. A team, consisting of Counselors, United States History teachers, the librarians, representatives from business, and junior students, combined efforts to incorporate vocational guidance in United States History classes. About two hundred fifty students participated in the activity.

2. JOIN - a unit in "occupational information" was conducted in the History classes. In this unit, after administration and interpretation of the Kuder Preference Inventory, each pupil did a research paper on the subject of the occupation most interesting to him. This included, in the majority of cases, an interview with someone presently employed in the occupation being investigated.

3. Four field trips were made. Three to industry, one to Newark Police Department. These trips were planned in cooperation with personnel directors and were made in accordance with interests and goals of the students.

4. Individual and group counseling sessions were held.

5. Representatives from business, industry and technical training schools came to meet with young people grouped according to interests and goals.

6. A Career Day was conducted. The entire student-body participated in this activity.

7. The Library cooperated by establishing a center of occupational materials, and by assisting the Guidance Department in selecting new materials which,

students missing out on vocational program opportunities due to lack of knowledge and/or exploratory experiences? Are students who are not continuing their education beyond high school finding employment? Is it appropriate for their potential? When do most students drop-out of school? What percent of drop-outs find employment? Would job placement services help reduce drop-outs and keep more students in school? Are students making satisfying career plans on the basis of existing curriculum experiences?

- Obtain information relative to local employer satisfaction with high school students and related communications with the school.
- Draw up a tentative plan paralleling the model for Job Placement Services presented under Section III, showing what your school already provides and/or may provide with moderate changes and what is lacking.
- Develop a program budget.
- Refer to Final Reports listed in Appendix -- or communicate with these districts directly for further information.

OUTCOME: Prepare copies of your findings and discuss with the administration and counselors and seek approval to inaugurate a study of the need for the program.

PHASE II GOAL: An in-depth study of the need, acceptance and steps for implementation of the Job Placement Service.

NEWARK WESTSIDE HIGH SCHOOL
Newark, New Jersey
Director of Project: Mrs. Beatrice Geller
Superintendent, Franklyn Titus
Acting Principal, Miss Jeannette Allen

TITLE: EARN - Employment and Rewards Now

PURPOSES:

1. To provide an opportunity for all senior students (most of whom are disadvantaged) to participate in an intensive vocational guidance program in U. S. History II classes.

2. To continue the expansion of our job and school placement program for employment-bound seniors, graduates, and dropouts.

3. To assist each employment-bound senior in securing a job commensurate with his abilities.

4. To educate employers as to the characteristics and potential of our students.

5. To uncover new sources of employment opportunities.

6. To provide in-service training for counselors and teachers.

7. To add new features and to change procedures based on last year's project and on the evaluations made by counselors, teachers, students and representatives of business and industry.

   a. Expanded follow-up of the June 1968 graduates.

   b. Visits by counselors to employers of the June 1968 graduates to secure the employers' evaluation of the preparation and job performance of our graduates.

   c. Field trips to vocational and trade schools.

   d. Dissemination of expanded vocational guidance information to sophomores and juniors.

   e. Additional field trips for job placement and more recruitment by employers at West Side.

   f. Extension of time allocation for intensive counseling.

   g. Greater publicity of the vocational guidance program through the school newspaper and through the Guidance Department Newsletter, "The Happenings."

ACTIVITIES:

1. Seven counselors, five history teachers, and two librarians were engaged in the project.

2. Three hundred and fifty-four seniors were involved in a vocational guidance unit conducted in the U. S. History II classes. Students made much use of library materials, the library becoming a center for occupational research as well as a meeting place for business representatives holding recruitment meetings with small groups. Recruitment meetings were also held in classrooms, as appropriate.

3. A Job Directory was given to each senior student prior to Easter vacation. Many underclassmen were also given a copy of the Directory for use by older friends or relatives and also as a source of part-time jobs.

4. Ninety-seven non-college bound seniors were tested and given employment counseling at the N. J. State Employment Service.

5. An extensive Career Day was held in which the whole student body of approximately 1,600 students and forty-eight representatives of business, industry and career schools participated.

6. In addition, various groups of seniors were presented with vocational opportunities and recruited by representatives of the FBI, Western Electric, Metropolitan Life Insurance, Prudential Insurance, N. J. Bell Telephone, Essex College of Business (court stenographer), IBM, Joint Apprenticeship Program, Project SEED (Bank Teller Program), U.S. Army Reserve, and United Community Corporation.

7. Approximately 200 follow-up phone calls were made to many of last June's graduates and recent dropouts. Those desirous of assistance were invited to visit the college counselor or placement counselor.

8. A more detailed questionnaire was used instead of the brief follow-up card to determine the status of June 1968 graduates.

9. One hundred and twenty underachievers with poorly oriented goals were selected for intensive individual and group counseling.

10. Fourteen field trips (six more than last year) to business and industry were conducted.

11. Eighty boys and girls visited vocational and trade schools including Adult Vocational Schools in Newark and Bloomfield, Lyons Institute, Lincoln Technical School, MTI Business School, and Compu-Train School.

12. Students recruited for field trips through bulletins and personal contact and transported by chartered bus or public transportation were oriented as to proper attire, behavior, and questions to ask. On job-seeking trips, students completed applications and were given individual interview dates.

13. The N. J. State Employment Service, the Business and Industrial Coordinating Council, TEAM, Civil Service, labor unions, SEED, United Community Corporation, and many business firms were involved in the project.

14. Employers of thirty June graduates were visited and interviewed by two counselors to evaluate job performance and preparation of graduates of June 1968.

15. Students were recruited for Civil Service and trade union opportunities, aided in filling out applications, and given sample tests.

16. Sound vocational guidance film strips were made available to sophomores and juniors as well as seniors.

17. The work book HOW TO PASS EMPLOYMENT TESTS was made available to English and math teachers for use in junior as well as senior classes.

18. A kit including mimeographed vocational guidance material developed by the Guidance Department and various pamphlets published by the N. J. State Employment Service was given to each senior for present and future use.

19. Vocational information was disseminated through the school newspaper and through the Guidance Department Newsletter, The Happenings.

20. In-service training for counselors and teachers was provided through committee meetings and contacts with representatives of schools, business and industry.

21. To assure ourselves that all present seniors were placed in post high school education or jobs and as an aid in follow-up, a "Future Plans" questionnaire was completed by all seniors early in June.

RESULTS:

1. The follow-up of the 1968 graduates revealed that of the 293 graduates only two were unemployed and two unaccounted for.

2. One hundred and thirteen students were placed in wel-paying jobs with a future as a result of field trips to business and industry. In addition, fifty-five students filed applications with the N. J. Bell Telephone Company and thirty-five with the Prudential Insurance Company. All told, as a result of EARN, 311 seniors have been placed in full-time or summer jobs (for those college-bound).

3. Approximately twenty students filed applications on field trips to technical and trade schools.

4. Twenty-three boys applied for the Painters' Apprenticeship Program.

5. Fifty college-bound students obtained summer jobs through nine agencies and the Business and Industrial Coordinating Council.

6. Students visiting schools saw classes in action, learned of various opportunities (some free or easily financed) for post-high school education (both day and evening), and became aware of the need for various skills.

7. In addition to securing jobs, students on field trips to business and industry became better informed concerning job opportunities and were able to form more definitive vocational plans.

8. Counselors involved in field trips, also learned of expanded opportunities and shared this information with other counselors, teachers, and students.

9. Every prospective graduate was interviewed and helped in determining future goals.

10. Through intensive counseling students with poorly defined goals and poor achievers were aided in deciding on careers on a level with their abilities and aspirations and referred to the proper source for further assistance.

11. June 1968 graduates and dropouts were assisted according to their needs in applying for further training or in securing employment.

12. Teachers, counselors, students, and community representatives working as a team enjoyed a meaningful experience.

13. Vocational guidance information given to students was passed on to friends and relatives.

14. School, employers and community agencies played a significant role in preparing students for employment.

15. Students became more clearly aware of their abilities and interests and appreciated and took advantage of the vocational and educational opportunities offered.

16. Gains were made in the number and quality of job placements over previous years.

17. Valuable contacts were made both in the educational and business world both by counselors and students.

18. Students (graduates, dropouts, and seniors) learned that, "We care."

19. Interviews with the employers of June 1968 graduates disclosed that (a) graduates were performing successfully in jobs commensurate with their training and ability, (b) were receiving salary increases and promotions indicative of success on the job, (c) there was a fairly high percentage of job turnover, perhaps normal in a situation where youngsters were new in the labor market and desirous of job exploration, (d) most larger firms automatically give some kind of on-the-job training regardless of educational background and vocational skill competency. All of the employers indicated they would be willing and happy to hire future West Side graduates.

On the debit side, some employers were concerned over a weakness in verbal skills, and excessive tardiness and absence which, in some cases, resulted in dismissal or being passed over for a promotion or raise. The major plea made by the employers to the schools centered around the attendance problem, since habits developed in school carry over into the working world.

OBSERVATIONS AND CONCLUSIONS:

1. Students made significant progress through identity with occupations and greater awareness of personal interests and abilities.
2. Employers and community agencies were satisfied with their contribution to the relevancy of the school curriculum to the world of work.
3. Teachers felt that their role in career development was made clearer.
4. Significant gains were made in the number and quality of job placements over previous years.

PLAINFIELD HIGH SCHOOL
Plainfield, New Jersey
COMMITTEE FOR COORDINATING VOCATIONAL SERVICES
Chairman, John J. Sierge
Superintendent, Noble C. Hiebert
Principal, Charles Bauman

COMMITTEE MEMBERS: Paul Chambers, Guidance Chairman, Maxson Jr. High School
John Coogan, Distributive Education Coordinator
Paul Couphos, Cooperative Industrial Education Coordinator
Joe Malt, P.H.S. Department Head, Business Education
Robert Schultz, P.H.S. Department Head, Industrial Arts
John Simpson, P.H.S. Counselor

TITLE: The Classification, Coordination and Dissemination of Vocational Information

PURPOSE:

1. To expose students to the various programs available in the high school and post high school.

2. To coordinate all existing vocational orientation and exploration programs K through 12.

3. To classify and disseminate vocational information in the junior and senior high schools.

4. To expand group and individual vocational guidance activities.

5. To secure additional involvement of business and industry in the community in vocational guidance activities.

ACTIVITIES:

1. Materials were prepared for a 10th and 11th grade vocational guidance assembly. The assembly covered programs presently available in Distributive Education (D.E.) and Cooperative Industrial Education (C.I.E.) in the high school and our Union County Crafts Center. An immediate follow-up was taken which consisted of an opinion survey and an interest questionnaire. Counselors and program directors held individual conferences with interested students.

2. The committee explored the vocational guidance offering of one of our junior high schools in a conference with the junior high school guidance chairman.

3. Members of the committee conferred with the Director of Instructional Materials Center regarding audio-visual material used for this project. The end result of this conference was:

    (a) Areas explored: educational films, vocationalinterview tapes, Business Home Economics and Industrial Arts visual transparencies, and film evaluation guides.

(b) Materials should be rented rather than purchased to avoid obsolescence.

(c) Use visual aid resources available with many large business and industrial firms and to maintain liaison with the N. J. State Department of Vocational Education for usage of their present and developing materials.

3. Meetings were held with chairman of English Department to revise and update the vocational guidance units used in this department.

4. A conference was held with our senior high school librarian regarding career information materials available. At this time, we agreed that a section of the library in our new high school should be a resource for career information materials and a program developed for its effective use.

5. Committee members met with the Somerset Valley Industrial Management Club and service organizations. A liaison was established for future cooperative efforts between business and industry and our schools to provide for occupational resources and employment opportunities for our students.

OBSERVATIONS AND CONCLUSIONS:

1. The assembly program was given to 439 tenth grade students on February 25, 1969. 397 completed questionnaires, 113 expressed written interest -- 16 specifically in C.I.E., 46 in D.E. and 51 interested but not specific.* 59 will enter C.I.E. and/or D.E. The exposure presented through the assembly was successful. This should be repeated for the 9th, 10th and 11th grades and any community groups or organizations who are interested -- P.T.A., etc. It was unfortunate that the assembly program planned for the 11th graders and high school parents through our P.T.A. was cancelled because of the disruption in our high school.

2. Further study is required of BOTH of our present junior high school vocational guidance offerings and coordination established with the senior high school.

3. There should be deeper involvement with the school Audio-Visual Aid Center.

4. The senior high school library should definitely contain a career information center.

5. Representatives from the English Department and the Committee for Coordinating Vocational Services should meet to update the present vocational units used in the English Department.

6. The free membership offer of the Somerset Valley Industrial Management Club should be accepted.

A curriculum coordinator in the vocational area should be appointed to see that our proposals become functional in the coming year at the junior and senior high school levels.

In order to get an organized system wide implementation for these proposals it is necessary for ALL schools to participate.

Our deliberations conclude that the committee should continue to function in cooperation with the curriculum coordinator.

PLEASANTVILLE HIGH SCHOOL
Pleasantville, New Jersey
Director of Project: Paul E. Hirschy
Superintendent, Robert Wendland
Principal, David R. Schlesinger

TITLE: Re-Focus: Teacher Role in Student Career Development

PURPOSES:

1. To make the teacher and counselor more aware of various vocational opportunities and needs in the community.

2. To make business and industry more aware of the high school vocational education programs.

3. To bring about better relationships between the school, local business and industry and the community.

4. To enhance the teachers' awareness of job opportunities in the community so they in turn can better prepare their students for more intelligent vocational choices and career planning.

5. To begin to effectuate curricular improvement in various subject matter areas as related to the student vocational needs of our community.

6. To bring about a greater understanding of business and industrial requirements on the part of the teacher, counselor and student.

7. To identify various areas of the curriculum that need further development, refinement, and/or reconstruction in terms of the vocational and career needs of youth.

8. To suggest improved methods, techniques, and materials of instruction to enable a greater pursuit of excellence by both student and teacher.

ACTIVITIES:

1. Joint student-teacher-counselor planning was encouraged prior to and throughout the duration of the Project, 1968/1969 was the second year of the project.

2. Substitute teachers were employed to enable professional staff, both teachers and counselors, to utilize school time to participate in the visitation program as outlined.

3. A series of eleven (11) separate visitations, each of two or three different industries, businesses, factories, shops, stores, hotels and various other areas of local employment were made by student-teacher-counselor teams. Visitations were carefuly arranged in advance and conducted on released school time forstudents and teachers.

4. Twenty professionals were involved in the project, including fourteen (14) teacher representatives from the instructional areas of English, Mathematics, Social Studies, Sciences and Business. Four counselors and teacher-counselors and vocational/occupational consultants rounded out the project's professional group.

5. Between 55 and 60 representative students, primarily 9th, 10th and 11th graders were selected for the project and participated in the visitations and seminars.

6. Visitation teams consisted of two teachers, five to seven students and one counselor, who served as the team-leader. The students, teachers and counselors were changed for each visitation enabling a maximum mix of backgrounds, attitudes and personal relationships.

7. Several evening seminar-conferences were scheduled throughout and at the conclusion of the project for the purpose of sharing visitation experiences and insights; exchanging information and ideas; as an opportunity for students, teachers and counselors to discuss mutual problems, questions and concerns; and as an informal form for the presentation of conflicting points of view.

8. Both on-going informal verbal as well as a written evaluation was conducted throughout and at the conclusion of the project. All students, teachers and counselors who participated in the project were represented in the evaluation activity.

RESULTS:

1. Continued establishment of personal contacts between the school and area business/industrial concerns.

2. Expanded insights and awareness as to job opportunities and business/industrial expectations by all project participants -- students, teachers and counselors.

3. Stimulating, meaningful and revealing exchanges of concerns, problems and attitudes by students, teachers and counselors as a result of successful seminar-conferences and the informal relationships established via the visitation programs.

4. Opportunity for teachers, counselors and employers to exchange information and ideas relative to the vocational needs of the area and the sharing of mutual concerns and interests held by the school and the community.

5. The planned visitations to industry and business presented to representative students and a very significant number of the professional staff (in excess of one-third of the total high school faculty) factual information as to job opportunities, but more importantly, refocused the function of the school and the role of the teacher in student career development.

OBSERVATIONS AND CONCLUSIONS:

1. Continued on-going re-evaluation and redirection of teacher and counselor attitudes and points of view toward the terminal student is necessary.
2. Need for the establishment of a greater relevancy of the high school curriculum to the actual industrial and business opportunities.
3. Industry and business feel a critical need for the development of positive attitudes on the part of students, towards future vocational endeavors.
4. Students and teachers should jointly plan, carry-out and evaluate classroom activities to provide more meaningful learning experiences relevant to career development.
5. More effective communication should continue between the Guidance staff, teachers, students and school administration to yield an improved vocational emphasis and thrust upon the total school program.
6. Role of the teacher in student career development is vital and requires an on-going re-focus in light of constant societal and technical change.

POINT PLEASANT BOROUGH HIGH SCHOOL
Point Pleasant, New Jersey
Director of Project: Edwin Phillips
Superintendent, Lawrence De Bellis
Principal, James S. Williams

TITLE: Bridging The Gap

PURPOSES:

1. To place students in meaningful occupations where they may find satisfaction.

2. To identify students and out-of-school youth who need assistance in choosing a vocation.

3. To aid youth from low income areas and their families in raising vocational aspirations.

4. To provide counseling services to the community by opening the Guidance Office one night a week.

5. To provide student and parent counseling service.

6. To develop student appreciation of job opportunities.

7. To maintain and develop closer communications with industry.

8. To provide sound attitudes towards employment through a comprehensive counseling program.

ACTIVITIES:

1. Students were offered direct assistance in applying for and locating jobs upon graduation. Out-of-school youth and adults were offered these same services.

2. Seniors who were employment-bound, and their parents, participated in orientation sessions.

3. Evening counseling service was made available.

4. Coordination with the following community agencies took place through this project:

   a. Anti-Poverty County Organizations

   b. O.C.E.A.N., Inc. Neighborhood Youth Corp

   c. New Jersey State Employment Service

   d. Point Pleasant Borough and Point Pleasant Beach Welfare Departments

   e. Local Police Departments

   f. Ocean County Probation Department

5. A follow-up study of graduates - those who were placed in the first and second year of the project - were further assisted where it was necessary.

6. A second survey of prospective employers was made to reactivate personal contacts which were made in the first two years. This information was used to update our employment directory.

7. Group visitations were made to various places of employment so that students could evaluate job activities and responsibilities.

8. Perspective employees were met with on a regular basis in groups or individually, to discuss the transition from school to work. Guidance Counselors, numerous teachers and members of the administration sat in on these conferences.

RESULTS:

1. Twenty-eight students were placed this year directly through this project.

2. A total of 88 students have been placed over the past three years. Approximately half are still in their original positions. Those who have changed, in most cases, have bettered themselves or entered the armed forces.

3. Employers welcomed the improved communications with the schools as did local government and community agencies.

4. Attendance of poorer students, as well as behavior, improved.

5. A resource file and the Bridging-the-Gap Employment Directory has been updated and is extremely useful.

6. Group visitations, as well as individual visitations, to prospective job sites are planned and carried out by the guidance staff.

7. Seniors participated in certain Introduction to Vocations programs and activities.

8. Combined meetings of Introduction to Vocations and seniors gave the 9th grade Introduction to Vocations students a greater insight regarding the Introduction to Vocations program.

9. An increased number of requests have been received for part-time employment as a result of the contacts made during the survey.

10. The teaching staff, administration, and others, are now more aware of the job opportunities available to this type of student and this is considered in curriculum planning, etc.

OBSERVATIONS AND CONCLUSIONS:

1. Success of students in finding meaningful job experiences in the follow-up shows value of program.
2. Need for greater participation by vocational and other teachers as an effort towards greater relevancy of school to work.
3. Community agencies became more involved in related school and community activities.
4. Parents took an active role in job placement comparable to college placement.
5. School curriculum becomes more relevant for employment-bound.

RAHWAY HIGH SCHOOL
Rahway, New Jersey
Director of Project: Louis E. Youngblood
Superintendent, Richard M. Nash
Principal, Roy M. Valentine

TITLE: Neighborhood Guidance Program

PURPOSES:

1. To provide an atmosphere more conducive to effective vocational guidance and counseling.
2. To provide a convenient area for vocational guidance.
3. To provide guidance counseling which is meaningful to the economically and educationally deprived.
4. To provide parents with guidance facilities which are located in their community.
5. To act as a liaison between the school system and the local anti-poverty committee.
6. To illustrate to the deprived community that the administration really does care about them and their problems.

ACTIVITIES:

1. A guidance team of three counselors under the supervision of the director was selected.
2. Five locations, convenient to the deprived community, were selected, and permission to use the facilities was obtained. A decision was made to meet each Monday at the John F. Kennedy Community Center and one Tuesday of each month at the following locations:

    Winfield School
    Rahway High School
    Second Presbyterian Church
    Trinity Methodist Church

3. Assistance was solicited from organizations within the congregation of each of the two churches and from the school boards in both communities as well as from the John F. Kennedy Community Center in contacting persons who could utilize our services.
4. Posters were placed at each meeting place as well as in store windows in Rahway; letters were mailed to parents of children in the deprived community; news releases were given to the "Newark Star Ledger", "Atom", and "Rahway Shopper".

5. Teachers in both Winfield and Rahway gave verbal announcements to their students concerning our time, place, and purpose of meeting.

6. The John F. Kennedy Community Center mailed personal letters signed by the president of the organization, Mr. Charles Brown, inviting all who our services to attend one or more sessions.

RESULTS:

1. The community was slow in accepting the services offered. Some nights no one came in; however, after the first five sessions, the number grew consistantly.

2. One hundred and twenty-seven persons used our services in one or more ways. Fifty-four adults attended weekly sessions at Rahway High School in which information about occupational, vocational, and educational opportunities was combined with where, when, and how to prepare for and secure the jobs available. Nine persons took the G.E.D. test, two were tutored over several weeks to prepare for the G.E.D. test, and five went to the Newark Apprenticeship Information Center.

3. One counselor has continued to go to the John F. Kennedy Community Center each week although the program has been concluded for the year. This personal interest is indeed rewarding.

OBSERVATIONS AND CONCLUSIONS:

1. A much improved community-school climate exists.

2. Adult, dropout, and graduate student use of the guidance services during the regular school day has developed.

3. A working relationship exists between the school and the local Anti-Poverty Committee.

4. The members of the communities, served by Rahway High School, seem to feel free to communicate with the guidance department.

5. This project should be continued.

6. The results probably would be better if we intensified our efforts by meeting more often in fewer places.

RIVERSIDE HIGH SCHOOL
Riverside, New Jersey
Director of Project: Mrs. Ellen Martin
Superintendent, John Bodnarik
Principal, John Ferner

TITLE: Setting of Vocational Aims

PURPOSE:

1. Enrolled students
    a. to develop effective work-world attitudes in the students.
    b. to provide up-to-date occupational information.
    c. to assist students toward realistic self-concepts.

2. Former students
    a. to aid students who have dropped out of a school program to obtain a General Equivalency Diploma.
    b. to aid the interested citizens of the area by providing a review course geared toward attainment of the G.E.D.

ACTIVITIES:

(Out of School Group)

1. Arrangements were made to open the Guidance Office one evening a week for conferences

2. Thirty-seven students from the drop-out list of previous year were contacted by mail and told of the above arrangement.

3. Contact was continued wherever necessary.

4. Assistance was given others upon request.

5. Contacts were made to initiate employment for a number of counselees.

6. Arrangements were made to enable some to obtain review work toward obtaining the High School Equivalency Certificate via the New Jersey G.E.G. test.

(In School Group)

1. Students selected a course titled Vocational Opportunities.

2. Made arrangements to enable them to visit a varied group of industries during the year.

3. Assisted the teacher throughout the year as resource people.

RESULTS:

1. Evening hours enabled former students who were working now to consult with counselors.

2. Requests for information regarding the G.E.D. was made available.
3. Assistance regarding enrollment in review courses was given a number of counselees.
4. Changes in vocational plan decisions resulted in some of the Vocational Opportunities class members.
5. Rapport established in previous years was reinforced in evening participants.
6. Publicity in school and local newspapers was good.

OBSERVATIONS AND CONCLUSIONS:

1. Meeting daily was entirely too concentrated a program for a varied group so course has been changed to meet 20-25 times a school year.
2. Enrollment spread of the four grades (9-12) was not feasible for presentation of some areas of employment.
3. Ninth grade only will be enrolled for 1969/70.
4. Need for a review course leading toward the G.E.D. was noted.
5. Plans for next year include the initiation of the High School Equivalency Certificate course to be made available at the Riverside High School.

SALEM HIGH SCHOOL
Salem, New Jersey
Director of Project: Miss Lillian S. Ackley
Superintendent, Dr. Granville S. Thomas
Principal, Frank Dudzinski

TITLE: An Occupationally Oriented Program for the Conservation of Human Resources

PURPOSE:

1. To help reduce drop outs.
2. To help students become goal oriented.
3. To encourage students to become more compatible with school work.
4. To involve students in a suitable vocational program oriented towards future employment.

ACTIVITIES:

1. The Guidance Counselors with the advice and assistance of personnel representatives of local industry and counselors in the New Jersey Employment Service devised plans to help a group of ten boys and girls, potential drop outs, become actively acquainted with the vocational opportunities in their own home area.
2. Trips to industry gave them first hand information of the variety of jobs available and the multitude of skills required within an industry.
3. Individual counseling and group sessions were conducted.
4. Home visits were made by counselors working with the students.
5. Because all of the participants were disadvantaged, prospective drop outs, lacked goals, had poor attendance records, and had previously failed in their academic studies, tutoring was provided for those who chose to take advantage of it.

   Glassboro State College Practicum Students volunteered time to assist with tutoring while they were in our school.
6. All of the students were taken to the local State Employment Office and given the GATB test. Later, a counselor visited the School and had a session with each student and his school counselor on the results of the test.
7. Teachers were advised of the Project and cooperated in providing periodic reports on the classroom progress of the students and continuous encouragement to the students.
8. A follow-up, involving home visits, has been in progress with a number of students who were originally suggested for our project group, but who dropped out of school before the Fall of 1968.

5. A follow-up study of graduates, those who were placed in the first and second year of the project, was conducted and specific students were further assisted where it was necessary.

6. A second survey of prospective employers was made to reactivate personal contacts which were made in the first two years. This information was used to update our employment directory.

7. Group visitations were made to various places of employment so that students could evaluate job activities and responsibilities.

8. Prospective employees were met on a regular basis, in groups or individually, to discuss the transition from school to work. Guidance Counselors, teachers and members of the administration attended these conferences.

RESULTS:

1. Twenty-eight students were placed this year directly through this project

2. A total of 88 students have been placed over the past three years. Approximately half are still in their original positions. Those who have changed, in most cases, have bettered themselves or entered the armed forces.

3. Employers welcomed the improved communications with the schools as did local government and community agencies.

4. Attendance of students improved.

5. A resource file and the Bridging-the-Gap Employment Directory has been updated and is extremely useful.

6. Group visitations, as well as individual visitations, to prospective job sites are planned and carried out by the guidance staff.

7. Seniors participated in certain Introduction to Vocations programs and activities.

8. Combined meetings of Introduction to Vocations and seniors gave the 9th grade Introduction to Vocations students a greater insight regarding the Introduction to Vocations program.

9. An increased number of requests have been received for part-time employment as a result of the contacts made during the survey.

10. The teaching staff, administration and others are now more aware of the job opportunities available to students and this is considered in curriculum planning.

OBSERVATIONS AND CONCLUSIONS:

1. Success of students in finding meaningful job experiences in the follow-up shows value of program.

Other industries in the community have expressed an interest, but due to the age level of our project participants, visits have not been possible.

SUSSEX COUNTY VOCATIONAL-TECHNICAL SCHOOL
Sparta, New Jersey
Director of Project: Andrew Baldacchini
Director, William C. McNeice

TITLE: A Community Action Program

PURPOSES:

1. Improve communications between agencies including:
    a. Employment service
    b. Schools and within the schools
    c. Inter-Agency Committee of Sussex County
    d. The industries within Sussex County and surrounding areas
    e. Unions
    f. The business organizations
    g. The social agencies
    h. The Welfare Board
    i. The Sussex County Guidance Association
    j. The State Department of Education
2. Updating and expanding knowledge of vocational guidance and counseling in Sussex County.
3. To aid counselors to become more active agents in communications between agencies, schools, and business and industry.
4. Orientation regarding offerings of the County Vocational-Technical High School to the students in the county and students out of the county.

ACTIVITIES:

1. An advisory council comprised of individuals from the business community, education, and governmental agencies to provide and improve communications between the various agencies in Sussex County was set up.
2. Participants attended eight monthly meetings during the school year. These meetings included:
    a. A field trip to Picatinny Arsenal to provide insight into occupational opportunities for the high school terminal student.
    b. A student participation session wherein students communicated their needs and wants in terms of career selections.

c. Representatives from the State Department of Education, New Jersey State Employment Service, Public Information Center Division of Vocational Education, and the Sussex County Regional Child Study Team were engaged as speakers for the monthly meeting.

RESULTS:

1. Better insight into student needs and wants in regard to career selections relative to abilities and opportunities.

2. Knowledge of additional sources of occupational opportunities for terminal students at the high school level.

3. An increased understanding of the programs offered at the new Vocational-Technical School in Sussex County.

4. Updated and expanded knowledge of various agencies and their services to students within Sussex County.

OBSERVATIONS AND CONCLUSIONS:

1. The project pointed up the need for developing more meaningful programs for the terminal high school student. Between preparation for the increasingly complex world of work appears to be urgent.

2. Very early in the project it became apparent that the magnitude of the original objectives appeared too great in relation to the time allocated for the project. The participants were able to get but a glimpse of the many areas to be investigated. This was especially apparent in the student participation portion of the project which all participants felt could be dealt with more in depth.

Recognizing the problems presented in #2, above, plus the apparent need of further work in some of the areas, the Sussex County Vocational-Technical School has undertaken to start another project this year. The Sussex County Vocational-Technical School has made plans to develop a JOB PLACEMENT DIRECTORY for the terminal high school student.

TRENTON CENTRAL HIGH SCHOOL

Trenton, New Jersey
Director of Project: Mrs. Bernice J. Munce
Superintendent, Ercell I. Watson
Principal, Roland Daniels

TITLE: Counselor Retraining in Vocational Guidance

PURPOSES:

1. To provide in-service training for Trenton High School guidance counselors and other supportive staff:
   - in their new responsibilities in a new society
   - in those understandings that are essential to an appreication of the vocational problems faced by inner-city youth
   - in staff planning for better assistance to youth who complete high school without marketable skills for employment

2. To provide twelfth grade students who were without developed employable skills with intensive vocational guidance experiences to include:
   - full knowledge of students vocational rights
   - students responsibilities as they seek these rights

3. To educate employers as to the characteristics and potential abilities of this "pool of wasted human resource;" of the implications of this neglected problem.

4. To assist each employment-bound senior, identified for the project, in securing a job commensurate with his abilities.

ACTIVITIES:

1. Job orientation discussion groups with 114 senior students identified by the counselors as having little motivation or undeveloped marketable skill. Counselors served as discussion leaders.

2. Field trips to business and industry for the same students, significant trips included visits to E. J. Korvette, Howard Johnson, De Laval and Helene Fuld Hospital.

3. Publication and distribution of a Job Worthiness Handbook.

4. Four workshops for staff participants.

5. Two meetings with the Advisory Committee held at the Trenton Manpower Skills Center.

6. A comprehensive testing program of the student participants at the New Jersey Employment Test Center.

7. Preparation of an audio-visual of the Field Trips.

8. Placement of 75% of the pilot project students in jobs prior to graduation; others to be placed after graduation.

OBSERVATIONS AND CONCLUSIONS:

The Evaluation Questionnaire developed during 1967-1968 was used again this year. The following statements are the most meaningful.

1. The program is helpful and should be continued. However, it would mean more, if started in Grade 10 and continued through Grade 12.

2. All students seeking employment while attending school and after graduation should be required to participate in a similar program.

3. Students should be more involved in the planning and revision of the project.

4. More representatives from business and industry should visit school on a regularly scheduled basis.

5. School should organize Career Clubs during Activity Period.

6. Field trips were not only interesting but informative.

STAFF:

1. At the end of the second year for the Vocational Guidance Pilot Project at Trenton Central High School, the counselors have indicated that they still feel the results have been successful. Answers to the questionnaire submitted to the adult participants in the project show they believe the goals were met at least moderately and in many cases to be considerable extent.

2. Of particular significance are the replies to question VIII, part 3 and their relevance to counselor retraining. In evaluating the degree of change brought about by the retraining which the project was aiming to produce, counselors felt their practices had changed to a considerable extent in the development of new structure for guidance, in the development of new techniques, in the extension of job placement procedures and in the coordination of work experience programs with guidance efforts.

UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT NO. 1
Springfield, New Jersey
Directors of Project: Stanley Grossman
Dr. Donald Merachnik
Superintendent, Warren M. Davis

TITLE: Exploring the Vocational Opportunities of the Union County Regional High School District No. 1

GENERAL PURPOSES:

1. To provide a program of visitation and discussion of vocational offerings and facilities for elementary sending district school teachers, administrators, students and parents which shall result in greater understanding of vocational opportunities and experiences in the secondary school.

SPECIFIC PURPOSES:

1. To acquaint elementary sending district school teachers, administrators, students and parents with vocational facilities and offerings in the four regional high schools.
2. To permit elementary sending district school teachers, administrators, students and parents to discuss vocational programs and course content, directly with home economics, business education, industrial arts and vocational teachers.
3. To develop a deeper appreciation and understanding of the value of vocational experiences within the total high school curriculum.
4. To encourage greater enrollment within the home economics, business education, industrial arts and vocational programs of the four regional high schools as well as other exploratory areas leading to course selection and career decisions.

ACTIVITIES:

1. Four visitation and orientation days were scheduled for the elementary sending district school teachers and administrators. A planned program, encompassing the vocational opportunities and experiences in all four regional high schools were undertaken. A total of 80 teachers, administrators and service personnel participated.
2. One night visitation and orientation program was scheduled for elementary school district 8th grade students and their parents. A total of 545 students and parents attended. During this night program, all four high schools were opened with appropriate staff available to inform and counsel parents and students with regard to the vocational opportunities and experiences in the secondary school.

RESULTS:

1. Participants in the four-day long visitation tours increased their knowledge of the regional high school vocational opportunities as compared to their knowledge of these programs prior to the visitation tours.
2. Ninety-two percent of the participants in the four-day long visitation tours believed the planned program would enable them to counsel students more effectively.
3. Ninety percent of the participants in the four-day long visitation tours believed other teachers in their schools should be permitted to participate in these visitation tours.

OBSERVATIONS AND CONCLUSIONS:

1. A program of orientation and tour of the Union County Regional High School District No. 1 Vocational Opportunities be continued in the 1969/1970 school year.
2. The program focus during 1969/1970 school year be directed at 8th grade students themselves and their parents.
3. In addition, new 8th grade elementary teachers and other school personnel of various grades, in public and parochial sending schools be included in the 1969/1970 program.

VINELAND PUBLIC SCHOOLS
Vineland, New Jersey
Director of Project: Carl W. Simmons
Superintendent, Anthony R. Catrambone
Principal, Gerald J. Barry

TITLE: Applying the Problem Solving Process to Educational-Vocational Planning

PURPOSES:

1. To aid counselees in obtaining information about educational and vocational requirements in career planning.

2. To assist counselees in undertaking a systematic process of self-evaluation regarding career planning.

3. To assist counselees in arranging visits to industry, business, trade schools, colleges, etc., to enable them to obtain first hand, up-to-date knowledge about occupations, the world-of-living.

4. To help counselees develop realistic self-concepts regarding vocations.

5. To provide individual vocational counseling as needed to supplement and complement the counselee's self-evaluation during his problem-solving approach to educational-vocational planning.

6. To provide opportunities for group counseling as needed to help counselees better understanding and solve common problems which arise in the pursuance of the problem-solving approach to educational-vocational planning.

ACTIVITIES:

1. Eighty-one counselees who were indecisive in their career planning were selected from the following groups:

    a. Out-of-school youths

    b. Potential school drop-outs

    c. Adults and out-of-school youths enrolled in high school equivalency classes

    d. Adults and out-of-school youths recruited through information in brochures and newspapers

    e. Adults enrolled in Adult Basic Education classes

2. Counselees met in small groups and individually completed the twelve parts of the problem-solving model to educational-vocational planning.

3. The counselor made written responses (oral responses when necessary) to the remarks made by the counselees.

4. The counselor administered and interpreted results of the Kuder Preference Record taken by the counselees.

5. Appointments were made by the counselor for counselees to visit businesses and industries.

RESULTS:

1. Counselees became:

    a. more conscious of their needs in obtaining desired occupations;

    b. more decisive about their career plans;

    c. more realistic about their career aspirations;

    d. better informed about the requirements and remunerations of various occupations and about the world-of-work.

2. Revisions were made in various parts of the model.

3. The investigator and the counselors felt that the problem-solving model was a tool indusive to homeroom and other group guidance techniques.

4. Counselees obtained first-hand information about various occupations through personal visits to businesses and industries.

5. Counselees learned a systematic approach for solving problems.

OBSERVATIONS AND CONCLUSIONS:

Because of the findings previously described, it is felt that:

1. The project should continue.

2. Arrangements should be made for extensive implementation of the project at the Adult Vocational Center which is located across from Vineland's low income housing unit.

3. The first five sections of the model should be administered in large groups rather than small groups.

WARREN COUNTY TECHNICAL SCHOOL
Washington, New Jersey
Director of Project: Kenneth E. Lutz
Superintendent, Charles F. Green

TITLE: VOCATIONAL GUIDANCE - A joint effort of the local school district guidance personnel of Warren County and the Warren County Technical School

PURPOSES:

1. To improve the communication of vocational guidance in all school systems in Warren County.
2. To improve the communication of local Warren County industry and the school systems.
3. To improve the communication of the county school system and the State Department of Education.
4. To update and to expand knowledge of vocational guidance and counseling.

ACTIVITIES:

1. Orientation workshop: Articulation and coordination of vocational guidance workshop for the school year project.
2. A challenge to vocational guidance: Mr. Richard Bryan, Executive Director of Northwest New Jersey Community Action Programs was main speaker.
3. Methods of Vocational Guidance used at the Warren County Technical School.
4. Where the Action Is, a vocational guidance film.
5. Industry Speaks Out for Vocational Guidance.
6. College programs for the vocational-technical students.
7. State Department Speaks Out on Vocational Guidance.
8. Local school administrators speak on vocational guidance.
9. Student tour of a vocational-technical school.
10. Evaluation on the Vocational Guidance Workshop for the school year 1968/69.

RESULTS:

1. All of the eighteen guidance counselors of the six Warren County high schools participated in the vocational guidance project.
2. Local industry received the vocational guidance project with enthusiasm. There was much encouragement for a closer tie between schools and industry.

3. College representatives (Dr. Albert Paulter of Rutgers and Dr. Rutherford Lockette of Trenton State College) presented the various avenues for the vocational-technical graduates to gain acceptance to college programs.

4. The workshop session with the New Jersey State Department of Education (Mr. Thomas Gambino, Director of Career Development and Dr. Charles J. Tabler, Consultant in Guidance and Testing) provided a current viewpoint of developments in vocational guidance.

5. Approximately 200 students from the six high schools in Warren County had the opportunity to tour the new facilities at the Warren County Technical School.

6. A new insight was gained by the participating 18 counselors of the Warren County Guidance Association from Mr. Richard Bryan, Executive Director of Northwest New Jersey Community Action Programs. A need was evident for closer coordination of the school systems and other agencies to provide adequate service to the underdeveloped and poverty families in Warren County.

1. (b) INVOLVEMENT OF COUNSELOR EDUCATORS IN SPECIAL VOCATIONAL GUIDANCE AND COUNSELING PROJECTS

Involvement of Counselor Educators in Special Vocational Guidance and Counseling Projects

The Division of Vocational Education in its efforts to enhance communications between colleges and local districts established a program for the involvement of the respective agencies for the purpose of providing better services to the people of our State.

Counselor educators provided assistance through a series of meetings and visitations to local districts as follows:

Glassboro State College - Dr. Edward Haldeman, Mr. Larry Gurst

- Camden High School
- Cape May Vocational/Technical School
- Edgewood Regional High School
- Hammonton High School
- Kingsway Regional High School
- Riverside High School
- Salem High School
- Vineland High School
- Pleasantville High School

Trenton State College - Dr. William Brown

- East Windsor High School
- Jackson High School
- Point Pleasant Boro High School
- Trenton Central High School
- Hunterdon Central High School

Newark State College - Mr. Roy Cowan

- Long Branch Junior High School
- Rahway High School
- Union County Regional High School
- Plainfield High School
- John F. Kennedy High School

Montclair State College - Dr. Donald Gregg

- Morristown High School
- Hanover Park Regional High School
- Sussex County Vocational/Technical School
- Warren County Vocational/Technical School
- Newark (Central and Westside High School)

As a means of summing up the year-long experience, counselor educators were asked to respond to certain facets of the endeavor. Their responses presented in composite form are as follows:

COUNSELOR EDUCATORS

SPECIAL VOCATIONAL GUIDANCE PROJECTS

I. Relations between Counselor Educator and Department of Education.

This experience has enabled the colleges to establish communications and rapport with the Division of Vocational Education personnel. Through this contact we have come to know what help is available at the state level for schools and colleges. We were pleased to find out that there were many consultants at the State Department level who were willing to aid in our program.

II. Increased Relations between College and Local Counselors.

With the help of this program, we, as counselor-educators, had access to many school and school personnel that we would not have had otherwise. It allowed for interaction and research development with counselors in this field. This kind of support is vital to growth in the counseling profession.

III. Expansion of Relations between Colleges.

Through our contact with the Division of Vocational Education, we were able to be part of an ad hoc committee and met with counselor-educators in this field, especially from our sister state colleges. Efforts are being made to continue the ad hoc committee to develop a finer relationship for counselor-educators

IV. Nature or Function in Project.

We interpreted our functions as:

1. A sounding board
2. supportive (visitations to schools)
3. a facilitator for the process
4. a devils advocate
5. over-all consultant

V. Observations and Conclusions-Recommendations

We recognize and support the value and need for the Division of Vocational Education seeding funds to encourage experimentation, self-evaluation, and research at the individual school levels.

As counselor-educators, we found this experience invaluable in providing us with information in regard to the needs of local counselors and guidance programs in our locality. We, in turn, have been utilizing this information toward changing our program here to meet the needs of the community.

There seems to be a lot of enthusiasm on the part of the participating personnel.

RECOMMENDATIONS

1. We need more initial clarification on what the research topics will be each year.

2. We need better evaluative feedback.

3. We hope to be able to continue this kind of relationship with the Division of Vocational Education and local schools.

4. We would like more opportunities for this group to share their projects and findings with other schools in the State.

5. We also feel that school facúlties, administrators, and especially school board members be aware of some of the things that happen in our schools.

2. VOCATIONAL AWARENESS OF ELEMENTARY SCHOOL STUDENTS

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Thomas W. Gambino, Director, Career Development

TITLE: Vocational Awareness of Elementary School Students

PURPOSES:

1. To identify significant aspects of vocational awareness applicable to early school age students.

2. To develop techniques for introducing to elementary school students, opportunities for expanding their vocational awareness.

3. To explore the contribution made by expanded vocational awareness, to the overall knowledge of the individual.

4. To explore avenues of involvement of the Vocational Educator in early school experiences of students.

ACTIVITIES:

1. An advisory committee comprised of New Jersey Department of Education personnel, an elementary school principal, junior high school counselor, elementary school teacher was set up.

2. A report, the result of a six-week study by an elementary school teacher, a junior high school counselor, the Supervisor of Vocational Guidance, Division of Vocational Education, was prepared, Summer of 1966.

3. Over 100 copies were distributed to elementary school principals, helping teachers, counselors, county superintendents, and other educators in and out of the State, for their comments and reactions.

4. Based on the positive nature of the responses teachers and counselors from eleven elementary school districts were invited to participate in five full-day workshops during the school year 1967/68. Representatives from the following school districts participated. Paterson, Holmdel, East Brunswick, Neptune, Lawrenceville, East Orange, Fair Haven, Mountainside, Trenton, Newark.

5. The findings of this group were incorporated in a revision of the guidebook during the Summer of 1968.

6. During the school year 1968/69, the districts again participated in a number of full-day and evening workshops. Students in one school district were video-taped so that the workshop participants could study the effects of introducing vocational awareness concepts in classroom discussion.

7. The results of this three-year effort are to be distributed to educators, elementary school personnel, vocational educators and other interested educators.

RESULTS:

1. The participating districts were able to play a meaningful role in a significant but much overlooked aspect of subject area learning.

2. Vocational awareness, at the elementary school level, is recommended highly by vocational choice theorists. Avenues for implementation, lacking to date, hopefully are now open for further development.

3. Teachers and counselors engaged in the project became more knowledgeable regarding their respective roles in enhancing a student's vocational awareness.

4. A 65-page bulletin, covering the findings of the project, is ready for distribution as of September 1969.

OBSERVATIONS AND CONCLUSIONS:

1. Interpreting theory into practical classroom experiences requires continuous in-service training.

2. Teachers and counselors should be encouraged to participate cooperatively on a regular practice, in an on-going study of the experiential environment created for students in our schools.

3. The project has uncovered and opened new avenues for introducing the vocational awareness concept in the classroom setting. The next step is to study the effectiveness of this dimension upon the career development of the individual. This will require clarification of this and other vocationally oriented experiences along a continuum. Thus, this project may be seen as an effort to establish guidelines for "first steps" in career planning; an area that has been lacking to date.

NOTE: The Division of Vocational Education wishes to express its gratitude to Dr. H. Victor Crespy, Superintendent of the Holmdel Public School District for his cooperation in permitting a good number of teachers participate and for management of the financial aspects of the project.

3. USING AUDIO VISUAL AIDS IN VOCATIONAL GUIDANCE AND COUNSELING

HADDONFIELD MEMORIAL HIGH SCHOOL
Haddonfield, New Jersey
Director of Project: Alan J. Lyons
Superintendent, Dr. Chester R. Stroup
Principal, Thomas Seraydarian

TITLE: Visualizing Job Opportunities

PURPOSE:

1. To acquaint special education and terminal students with employment possibilities within the local community.
2. To acquaint these students with the types of employment opportunity.
3. To graphically illustrate the various duties and responsibilities of specific jobs within the local community.
4. To graphically illustrate the local business community and its role in providing jobs.
5. To provide opportunity for special education and terminal students to gain insight into job requirements before actually applying for a position.

ACTIVITIES:

1. A team of interested teachers and department heads with varying academic backgrounds was established to develop the project.
2. A listing of possible occupational areas was selected for the project.
3. The project was introduced to the community through a local service club organization.
4. Individual businessmen and employers were approached requesting the use of their facilities for photographing.
5. Vocational guidance materials were researched in the selected occupational areas to use as corresponding information for tape recording.
6. Team members interviewed and photographed local businessmen and businesses as selected by their team.
7. 35mm slides were taken, previewed and selected for their usefulness and placed in appropriate sequential order.
8. Tape recordings were made to correspond with the 35mm slides.
9. Slides were adjusted to correspond with sequential order of recordings.
10. Tape recordings in some cases were remade when not considered adequate or appropriate to the actual slides.
11. Selected students and classes were used to evaluate both the slides and tapes and their effectiveness in meeting the previously mentioned objectives.

12. Team members met to review each set for its quality and appropriateness and to discuss student reactions.

13. An Advisory Council comprised of interested businessmen was set up.

RESULTS:

1. The use of student questionnaires were rejected by the team for it was felt that the students viewing each occupational slide set would consider it a testing situation rather than a learning and occupational guidance session.

2. Initially tapes were made to correspond to each individual slide which caused problems to the students viewing the sets individually when slide advancement was necessary. Students concerned themselves with the mechanical aspects of the projector and recorder rather than with what was being presented. It was therefore felt that the verbal portion of the project be developed in general terms rather than individually relating it to specific slides, and when viewed by the students the projector would be set on automatic advancement rather than individual control.

3. This, however, created the problem of adjusting the verbal portion of the presentation with the amount of time necessary for the slide portion. Each set was developed to be completed at approximately the same time.

4. It was felt by team members that the content of each presentation be relatively consistent for all occupational areas. It was, therefore, decided that each presentation should attempt to:

    a. give a brief overview of the nature of the work,
    b. explain the necessary training and personal qualifications for entry level positions within the field, and
    c. provide some information pertaining to employment outlook.

5. Through discussions with students who had higher academic goals than those initially selected, it was felt that they too could benefit from a similar program. Therefore, one set was developed where post high school requirements were ordinarily required.

6. Fifteen sets of occupational materials were developed during the course of the program ranging in length from five to fifteen minutes.

7. The occupational sets developed included:

    Automobile Mechanics
    Service Station Attendants
    Bakery Occupations
    Carpentry
    Draftsman
    Municipal Services
    Graphic Arts Occupations
    Truck Driving
    Retail Occupations
    Machine Shop Occupations
    Plumbing
    Operating Engineers
    Data Processing Machine Operators
    Office Occupations

OBSERVATIONS AND CONCLUSIONS:

1. The amount of time required to develop a coordinated set of occupational materials was considerably more than originally anticipated.

2. Team members should have prior backgrounds or knowledge in the occupational areas being photographed if continuity is to be maintained.

3. The least complicated camera equipment gave best results for team members not ordinarily familiar with other than casual photographing experience.

4. Each occupational slide and tape presentation was extremely well received by both students and teachers. Upon presentation, many stimulated discussions followed with interested students seeking out additional information. Selected groups of students used for initial presentation are anxious to participate in similar programs and projects.

MORRISTOWN HIGH SCHOOL
Morristown, New Jersey
Director of Project: Leo Prybylowski
Superintendent, Harry Wenner

TITLE: The Role of ETV in the Vocational Guidance of Adults

PURPOSES:

1. To dramatize proper work attitudes through role playing techniques.
2. To encourage the students to express themselves verbally.
3. To stimulate discussion regarding effect of attitudes on job performance.
4. To give the students a "visual" idea of their strengths and weaknesses in verbal communication.
5. To give the teachers another insight into the students' communications skills.
6. To help the students, through the use of video taping, to make a smoother transition into new situations.

ACTIVITIES:

1. Forty students from the Evening High School and 20 students from the Pre High School Program were taped in role playing activities.
2. The tape was played back to the people who played the roles for a further discussion and then to the full class for their reactions and comments.
3. Selected portions of the tape will be edited and used as a training film.
4. Teachers viewed the tapes for the purpose of student evaluation.

RESULTS:

1. Students expressed themselves freely in front of the cameras.
2. The tapes were an excellent method of generating discussion.
3. Because of the enthusiasm created by the T. V. taping, the enrollment in the basic education class increased by seven students.
4. Attendance at both the Basic Education and Evening High School improved largely because of the T. V. program.

5. The enthusiasm of the students carried over into all their activities.

6. The students' expressions and actions on T. V. were much more meaningful to them than criticisms and comments by the instructor.

7. Seeing themselves or their friends on the T. V. screen, caused students to feel that we were doing everything possible to help them.

8. The special services team of the daytime program is considering the use of role playing on T. V. as a therapeutic tool.

9. Local industry is considering the use of role playing to improve the work attitudes of the socially deprived people that they hire.

OBSERVATIONS AND CONCLUSIONS:

1. Closed circuit T. V. is an impressive tool when used as a therapeutic aid.

2. Students' behavior can be improved for there was a definite change in their performance while in school.

3. The socially deprived person responds quickly and eagerly to any extra effort made to improve his standing in society.

4. The socially deprived person, by his performance, deserves the very best in teaching aids that our society can provide.

5. The increased interest in school work was sufficient to make the whole project meaningful.

MORRISTOWN HIGH SCHOOL
Morristown, New Jersey
Director of Project: G. Reginald Harrison
Superintendent, Dr. Harry Wenner
Principal, William E. Kogen

TITLE: Gaining Vocational Awareness of Seventh and Eighth Grade Students through Television Role Playing

PURPOSES:

1. To illuminate vocational awareness in students' thinking.

2. To acquaint teachers and counselors with the application of vocational awareness and development.

3. To show the relevancy between life and vocational goals to students by providing a bridge between school and future occupation.

4. To offer a base upon which a student can build in a continuous experience.

5. To uncover greater relationships between occupations and subject matter taught in class.

6. To exploit the advantages of the immediacy of TV tape group discussions and individual interviews by TV playback method.

7. To give a student the opportunity to see and discover something about himself.

8. To encourage a student to look at himself realistically by permitting him to evaluate his own potential, prospects, and needs.

9. To guide a student into a career or occupation that fits his aptitudes and capabilities.

ACTIVITIES:

1. Students visited TV Studio for private interviews and activity orientation.

2. Twenty-one students took part in three on-camera group counseling sessions.

3. Twenty-seven students performed various technical and production duties, ranging from cablemen to script girls.

4. A total of 21 seventh and eighth grade students took part in the project. Instead of individual one-to-one televised sessions with a counselor, it was decided to conduct each meeting in groups of seven. Individual TV interviews, it was discovered, cut down on the effectiveness of the sessions, largely through poor communication due to camera fright of interviewee.

b. Using a series of well-organized questions, the counselor drew significant responses which related directly to each student's own self-identification. The students, mostly disadvantaged, were chosen because of a weak background and an attendant suspicion of failure in later stages of school career.

c. Each student was given ample opportunity to express himself, study his own facial and body characteristics, hear his voice as it is heard by others in daily living, and evaluate his own thinking about himself after getting opinions from the others in the group.

d. The prime objective of the sessions was immediate playback of results, and on-the-spot dialogue among the group and counselor in an attempt to begin some kind of self-awareness in order for the student to follow through with serious thoughts of a particular career choice. First, discover oneself; next, adapt the discovery to a career cluster; and finally, choose the specific career.

e. The personnel directors of Warner-Lambert and Allied Chemical helped draw up the counselors' line of questions and made recommendations upon viewing the tapes. The Director of Education of the OEO also acted in a similar capacity. In addition, we were assisted by the Morristown Urban League. These people, as well as our own educators, comprised the Advisory Council.

f. Plans have been made to follow all 21 students as they advance or drop out of the school system. Succeeding tapes will be used as comparative instruments and self-evaluation guides to help students understand their own motives, abilities, and personalities by viewing and studying themselves as they progress through the upper grade levels.

5. Six junior school teachers reviewed the tapes and discussed the presentation as it pertained to those students whom they had in class.

6. A follow-up system was organized to make individual student TV sequences a part of his permanent file to be reviewed with the student at the conclusion of each academic year.

7. One parent was selected to view her daughter's verbal and visual contribution to counseling sessions. (Done after mutual agreement between parent and offspring).

8. The Advisory Council previewed and discussed results enthusiastically.

RESULTS:

1. Subject teachers can now be made more aware of some reasons for student behavior.

2. Ninth-grade teachers can "meet" some incoming eighth grade students by viewing TV interviews before September entrance...not to pre-judge but to acquaint and plan remedial approaches.

3. The student TV participants profited greatly from viewing themselves on the monitors.

4. The experience generated enthusiasm and willingness to discuss the issues expressed by the counselor.

5. The sought-after self-discovery began to take shape. Seeing themselves on television was a revelation non-pareil. An initial awareness of himself was the first step in the selection of a vocation.

OBSERVATIONS AND CONCLUSIONS:

1. Television can be employed as a therapeutic teaching device for groups as well as individuals.

2. Television can alter and change individual behavior. It has the capability of "telling it like it is" with no self-decepting evasions of the truth.

3. Television helps to break down psychological barriers and presents a clearer starting point for vocational and occupational action.

4. Television, through skillful directorial manipulation, can influence behavior somewhat as evidenced by the commercial networks. Used as a distinctly individual and small group instrument, television can reverse an individual self-image, particularly if follow-ups are developed as students progress from grade seven to twelve.

5. Television can help set the stage for career selectivity once the individual understands himself in relation to his ambition, aspirations, and abilities.

6. Television, when used on an individual or small group basis, provides the searching student with the opportunity to see himself as others see him.

PENNSAUKEN HIGH SCHOOL
Pennsauken, New Jersey
Director of Project: Stanely Springer
Superintendent, Howard Phifer
Principal, John W. Partridge

TITLE: Development of a Vocational Educational Program for Eighth Grade Students Originated by the Classroom Subject Teachers, and Implemented by Audio/Visual Materials

PURPOSES:

1. To provide an opportunity to enable 8th grade students to learn methods for the selection of careers.
2. To develop a more meaningful relationship between vocations and the subject matter taught in the mathematics class.
3. To aid students in gaining an understanding of entrance occupations of local industries.
4. To help students gain an overview of local educational institutions.
5. To enhance student insight, particularly in restructuring value systems based on more accurate knowledge of "self", through visits to industry, films viewed, counseling sessions, and the simulated selection of an occupation.
6. To have students develop ability in problem solving as a means to a more realistic career choice.
7. To motivate students to gain further education and to utilize more resources when making a career choice.
8. To explore uses of audio-visual aids media in vocational guidance and counseling.

ACTIVITIES:

1. A planning group made up of counselors, with teachers, and an administrator devised the itinerary and methods of meeting goals.
2. Two 8th grade classes of 30 students in each class were the subject of the project. Classes were regular heterogeneously arranged mathematics classes. (Any other subject area would have been as appropriate).
3. The mathematics teacher introduced vocations into the regular mathematics classes and students aided in planning trips to local industries for the purpose of seeing people working in entrance occupations.

4. Six students were involved in each industrial and school visit. The students were filmed interviewing an entrance occupation worker. All of the students were eventually filmed in the project.

5. The following industries were involved in the filming:

    a. Delva Tool and Machine

    b. Pepsi Cola Bottling Works

    c. International Harvester, Inc.

    d. Wetherill Paint Company

    e. Schaevitz Engineering Co.

    f. First Camden Bank & Trust Co.

6. The films were shown to the entire mathematics classes and a discussion was conducted by the teacher with the assistance of the students who were involved in the filming.

7. The following entrance occupations were included in the project:

    Auto mechanic
    Bank clerk
    Truck Driver
    Engineer
    Paint manufacturing worker
    Machinist
    Business Executive

8. Students were selected from the mathematics classes for the filming of post high school education available.

9. Students from the mathematics classes interviewed first year students from the following local schools.

    a. Camden County Community College

    b. Electronic Training Center of Pennsauken

    c. Camden County Vocational School

10. Students viewed the films of local schools and a discussion was held at the conclusion of the film.

11. Counselors assisted students in preparing a "self inventory".

12. Students wrote a brief occupational plan based on their self-inventory and films viewed.

13. Counselors, teachers, and administrators rated the occupational plans on the basis of maturity level and ability indicated on the self inventory.

RESULTS:

1. Students seemed to have a good plan for future job selection (based on the occupational plan results as rated by committee members.)

2. Youngsters seemed to have a great deal more awareness of the world of work (as indicated by discussions in the mathematics class) after the conclusion of the project.

3. Students made much more realistic choices of their future course choices for the following year.

4. Students were much more motivated to succeed in the mathematics classes.

5. Students felt that they were important in the planning and implementation of the project. (Student photographers were utilized.)

OBSERVATIONS AND CONCLUSIONS:

1. Occupational selections can be a learned activity.

2. Students must participate fully in the planning and completion of industrial visits.

3. Industrial visits help create an atmosphere of favorable community relations. A permanent communication between school and industry was established as a result of the visit.

4. Audio-visual aids, locally produced, can become a highly effective counseling tool.

SHORE REGIONAL HIGH SCHOOL
West Long Branch, New Jersey
Directors of Project: John W. Beekman
Mervine Edwards
Superintendent, Elbert M. Hoppenstedt
Principal, John J. Kolibas

TITLE: Bridging the Gap (Mathematics and You)

PURPOSES:

1. To afford eighth grade students, and their teachers an opportunity to explore and familiarize themselves with vocational opportunities involving mathematics in the local community.

2. To produce a sound motion picture that will increase teacher and student awareness of the nature of various mathematical concepts in industry and provide a basis for program development that will fulfill the industrial need.

3. To increase the relationship and contacts between the school and local industry.

4. To stimulate a greater interest in school by children through production of a film involving their own activities and that of industry.

5. To show avenues for possible success to boys and girls who may be uncertain or unsuccessful as students.

6. To enhance the teachers' awareness of job opportunities available in their community so they can better prepare their students for career planning.

7. To lay groundwork for students in the lower grades so they may be prepared to continue the interest, exploration and study in such areas as Introduction to Vocations and various mathematics programs in the high school.

ACTIVITIES:

1. Students left the classroom to photograph and record industrial activities.

2. Teachers from six subject areas were involved in investigating and relating their subject area to mathematics.

3. Thrity-seven students and ten teachers participated in the actual production of the film and sound using Super 8MM sound film.

4. Six local industries and retail stores engaged in the subject.

RESULTS:

1. Production of twenty-three sound films relating mathematics to vocations in local industry and retail operations.
2. Development of student proficiency at film making, sound recording and lighting.
3. Development of an awareness among teachers involved in relating to their local community and their specific relationships to vocational opportunities.
4. Bringing to the classroom the actual experience of fellow students visiting industry through the use of film and sound.
5. Enhancement of students' ability to communicate with adults in local businesses.

OBSERVATIONS AND CONCLUSIONS:

1. Program was well received by students and teachers.
2. Student involvement in the production provided related benefits in technical knowledge.
3. Curriculum developed by teachers, counselors, industry and students makes the school experience more meaningful.
4. Teachers and students learn more about the needs of employers through direct contact.
5. Local industry takes greater interest in the school system when involved in the school's activities.
6. There is a need for this type of project in other subject matter areas.
7. Students gain confidence through awareness of opportunities.
8. Role of teacher in career development is more apparent.

TRENTON CENTRAL HIGH SCHOOL
TRENTON ADVANCEMENT SCHOOL
Trenton, New Jersey
Director of Project: Sol Libsohn
Coordinator of Project: J. Robert Hanson
Superintendent, Dr. Ercell Watson
Principal, Dr. Roland Daniels

TITLE: Experimental High School Development of Audio-Visual Approach to Explore Vocational Orientation through Faculty-Student Collaboration

PURPOSE:

1. Improving work habits, sense of project organization, and acquisition of skills by doing.
2. Expansion of techniques for greater teacher involvement through audio-visual aids in learning process.
3. Enhancement of verbal and reading vocabularies through photography and sound.
4. Placement of both instructor and student in new situation; thereby expanding learning horizons for both.
5. Exploring use of Sight and Sound as basic language tools in bringing new insights to student-teacher relationships.
6. Exploring effectiveness of Sight and Sound approach in working with disadvantaged youth.

ACTIVITIES:

1. Students are taped and/or photographed in conversation with instructor or in some student involvement situation. The focus is the question - "Who am I?"
2. Tapes and motion pictures are played back and student comments are recorded on tape. Sight and Sound brings a new vital dimension to the counseling situation.
3. Student is encouraged to expand Sight and Sound project for enhancement of self-knowledge.
4. Individuals and group plan through "Story Board" technique using polaroid camera.
5. Activities are continuing through a summer training program with some of our former students and a group of Urban Education Corps interns. In this way, more students will be involved.
6. Three mothers are involved in a planning project which includes our Sight and Sound project.

7. Several of the classes are planning movies and have prepared story boards and photographed each other. They are learning the rudimentaries of photography and to examine everyday objects carefully, and learning to observe, make conclusions and plan next moves.

OBSERVATION AND CONCLUSION:

1. There is resistance on the part of teachers to use "sight and sound" in a curriculum oriented school situation partly because teachers need security of familiarity with equipment and because they need to sense the educational possibilities which can only come with a willingness to cope with a new situation.

2. The students responded to photography enthusiastically. They love to see themselves, talk about themselves, and even to learn highly technical and scientific audio-visual processes.

3. To students' power of observation is increased and he begins to speak more in specifics and less in generalities, when referring to his environment, himself, activities in and out of school, and his inner most feelings.

4. The three mothers who tend to be conservative in outlook about how school should be taught, have been involved in a new type of learning situation. The method and the success of this type of learning is being well received by them.

WILLINGBORO MEMORIAL JUNIOR HIGH SCHOOL
Willingboro, New Jersey
Co-Directors of Project: Ed Banos
Jack Schleider
Superintendent, Gabriel Reuben
Principal, George Brandau

TITLE: The Utilization of Videotaping as an Information Base in Vocational Guidance

PURPOSES:

1. To locate and identify sources of information about business and industry within commuting distance of Willingboro.
2. To identify and list job opportunities within those business establishments and industries.
3. To locate and identify agencies and institutions that can provide helpful information to individuals in selecting and pursuing a vocational choice.
4. To video tape student and counselor interviews with business and industry leaders and workers regarding opportunities available in the job clusters within our areas.
5. To explore techniques and outcomes of the use of audio-visual aids to expand student self awareness.
6. To video tape interviews with representatives of agencies and institutions to provide students with the kind of information each can offer.
7. To establish a vocational tape library of the developed video tapes for future use in the Guidance Department.
8. To develop an increased awareness of the diversity of opportunities in the world of work for all students regardless of level of ability or interests.
9. To develop and understanding and recognition of the value and potential contributions of vocational and technical schools and community agencies.
10. To develop familiarity with the demands of large and small industry and business in terms of desirable employee characteristics.
11. To develop a more comprehensive understanding of the interaction of the social and psychological forces which affect man and his work.
12. To share information and experience gained with interested surrounding districts.

ACTIVITIES:

1. The Willingboro School District will utilize video taped interviews with members of industry, business, and other hiring agencies in order to provide an information base for 7th and 8th grade vocational guidance.

2. The library of video taped materials will be used in individual, small group, and large group counseling sessions to alert the student population of potential employment, entry requirements, scope of work, and other pertinent information related to the local employment area.

3. This program was coordinated by the Assistant Superintendent of schools and the counseling staff of the Willingboro Memorial Junior High School and is part of the regular counseling procedure.

4. The video taping was coordinated by the present television production staff and they utilized the television production centers in the junior high school, in addition to a mobile unit.

5. A plan of evaluation and dissemination is being developed.

6. It is the plan to utilize this project as a model which may be duplicated by other interested school districts and expanded to a second junior high school in Willingboro.

7. An advisory council was made up of students, teachers, counselors, and members of industry. Students were selected to participate in taped interviews on the basis of their interests and goals.

RESULTS:

1. Enhancement of vocational guidance for junior high school students.

2. Counselor assigned as specialist in field of vocational guidance.

3. Need for further planning in careers was demonstrated.

4. Cooperation between school and community representatives was demonstrated.

5. Curriculum becomes more relevant to students.

4. PLACEMENT COORDINATOR

BRIDGETON HIGH SCHOOL
Bridgeton, New Jersey
Director of Project: LeRoy Garrison
Superintendent: Edward K. Chace
Principal: Anthony Pekich

TITLE: Vocational Guidance and Job Placement

PURPOSE:

1. To obtain information about jobs and vocational opportunities in the area in conjunction with others on the school staff assigned to this responsibility.
2. To provide placement services for students and graduates.
3. To place special emphasis on obtaining jobs for potential dropouts so that they may be motivated to complete successfully their high school education.
4. To work with the present supervisors of work experience programs in the high school in order to establish a more integrated placement program.
5. To maintain a system of follow-up, the results of which should be used to evaluate the program, to provide a source of information for curriculum revision and development, and to provide pertinent information for students and staff.
6. To develop a placement program which might serve as model for other school districts in the state.
7. To help the student develop and improve self-concept in terms of vocational goals.
8. To direct students to sources of information and to community resources for employment opportunities so that they will learn the techniques which will enable them to adopt to job changes throughout their working years.
9. To afford the students the opportunity to observe and consult with workers on the job.
10. To provide in-service training and orientation for counselors and teachers that will assist in curriculum revision and development.

ACTIVITIES:

1. A vocational guidance and job placement service was established for the senior high school and its graduates. This includes the school dropout because of disadvantaged and economically depressed situations and others who are in need of part-time jobs to continue their education.

2. Coordination with the various Guidance Counselors and Work Experience Coordinators in the high school. In-service sessions were held regularly with these groups.

3. Coordination with New Jersey Employment Service, Community Action organizations, Probation Department, and Welfare agency is being carried out.

4. Follow-up of the students taking advantage of the counseling and placement service is being formulated for the 612 students registered.

5. A survey of the 192 prospective employers in the area is being conducted. Findings will be organized into an employment file.

6. Informative Job sessions were held at the high school with the idea of making all students aware of summer job possibilities and future career opportunities in the area.

7. The 224 employees are met on a regular basis to discuss school work and their transition to the world of work. Eight to ten students are interviewed each morning either at the students request or the Vocational Counselor's request.

8. Three hours of every afternoon is devoted to visitations of trainees on the job.

9. A Work Orientation Club is being formed for the students where they can relate their working experiences.

10. A Part-time Summer Cooperative Program is in the planning stages for this summer.

11. Community Agencies engaged in the project include: New Jersey Employment Service, Manpower, B'nai Brith Vocational Service, Chamber of Commerce, Community School Plan, Bridgeton Opportunity Center (SCOPE), N.Y.C., N.J. Rehabilitation Commission and area Service Clubs.

RESULTS:

1. Over 224 needy students have been assisted or placed on part or full time jobs by this service. Many of these would have been school drop-outs if it weren't for this vocational guidance and job placement service. Some of them had been in trouble with the law until securing part-time employment. Others plan to go on to college after being oriented into different career possibilities. In general, the students grades and attendance have improved.

2. Communications between the school, community agencies, employers, and local government have improved.

3. A resource file is being maintained through a community survey.

4. Students are participating in various Vocational programs through the Job Sessions and Clubs.

5. Student attitudes toward school work have improved.
6. In-service meetings with Guidance counselors have played an important role in the success of the program thus far.
7. Employers find the placement service an asset to them and the community.

OBSERVATION AND CONCLUSION:

1. The school has become more aware of the employment-bound student.
2. Teachers and Guidance Counselors are becoming aware of the importance of vocational education.
3. Parents and community agencies are getting involved in school projects thus helping to make curriculum changes for the employment-bound.
4. Students and employers find the program as a good community service.
5. It produces citizens who will feel their responsibility at an earlier age.

DOVER HIGH SCHOOL
Dover, New Jersey
Director of Project: Anthony Ciardi
Superintendent, Frank Poulos
Principal, G. Edmund Tunstall

TITLE: Placement Coordinator in the High School

PURPOSE:

1. Extend for first time to students in Dover High School a central office to disseminate job information and job placement.

2. Help counsel students to make the adjustment from school world to job world.

3. Orient students as to jobs available, types of jobs and qualifications for employment.

4. To help place students in jobs where their potentials and capabilities show success can be achieved.

5. Provide a directory of all county industrial plants, plus the available types of jobs in each.

6. Bridge the gap of communication between business, school and community.

7. Help students having trouble in school and dropouts through testing and counseling to find meaningful job opportunities.

ACTIVITIES:

1. Community agencies involved in implementing purposes

    a. Chamber of Commerce
    b. Office of Economic Opportunity
    c. State Employment Office
    d. Rural - Manpower Commission
    e. Morris County Urban League
    f. Institutions and Agencies
    g. Dover Day Care Center
    h. Neighborhood Center

2. Survey and directory made of industrial plants in Morris County.

3. Close relationship established among industry - school - students placed on job.

4. Testing made available to students needing assistance in vocations by local New Jersey State Employment Bureau, (G.A.T.B.).

5. Formation of Northwest County School and Industrial Committee to make industry and school more cognizant of each others problems and how to reduce them.

6. Career day planned through efforts of Chamber of Commerce and industrial men of County.

7. State Supervisor of Wage and Hour, Mr. Martine, spent an evening explaining rules and regulations to industrial men and school people.

8. Profiles of students by Rural Manpower Commission to help place students.

9. Orientation of freshmen in four vocational areas.

10. Visitations to industrial plants and visual materials to make students aware of different job offerings in Morris County.

RESULTS:

1. Students are happy that a place is available in school to help them break into the business world.

2. Jobs are found that are suited to the potential and capability of student.

3. Industry and community agencies most cooperative in implementing program.

4. Career night brought parents, students and industry together in a joint effort in helping

    a. students in obtaining employment
    b. parents in knowing diversity of jobs
    c. industry in helping employ students

5. Placement Coordinator was provided an opportunity to discuss the program at a school board meeting where it was very well received.

6. Placements during the year:

Grade	Registered	Placed	Counselled	Percent Placed
9	15	5	80	33%
10	68	27	68	39%
11	128	70	128	53%
12	92	55	92	58%
9-12	303	157	368	45%

OBSERVATIONS AND CONCLUSIONS:

1. Curriculum revisions are under consideration.
2. Change is being contemplated in cycles offered in Introduction to Vocations -- increase the number and decrease the time spent in each cycle.
3. More involvement by parents is planned.
4. Students feel something worthwhile is being offered to them in finding meaningful job experiences.

HOBOKEN HIGH SCHOOL
Hoboken, New Jersey
Directors of Project: Arthur B. Calabro
Anthony Kolich
Superintendent, Thomas F. McFeely
Principal, Thomas F. Gaynor

TITLE: Creative Vocational Placement

PURPOSE:

1. To provide vocational counseling services and job placement services to individuals in and out of school.
2. To aid in vocational education program selection in both high school and post high school and to make school experiences more relevant with attendance in high school.
3. To maintain good relationship with the community, business and industry and to make available resource persons to students and non-students.
4. To develop and institute greater emphasis on occupational aspects of such courses as home economics, industrial arts, business education, science, mathematics, art and music.
5. To identify those individuals who need assistance, especially the disadvantaged and to assist them in career orientation.
6. To develop an understanding, an appreciation and correct attitude toward work.
7. To orient the student to vocational educational programs.
8. To familiarize students, parents, graduates, staff members, and others with vocational and occupational materials.
9. To provide a community employment directory for use by students, teachers, counselors and parents.

ACTIVITIES:

1. Arrangements were made for 38 representatives of business/industry and business and technical schools to visit our school to speak to the students.
2. Prepared a community resource directory for use by placement coordinator and others in the school.
3. Over 85 employer visits were made for job development and for gathering pertinent information about the employers' activities.
4. Our employer file was expanded.

5. Enlisted the cooperation of the New Jersey State Employment Service to give testing, employment counseling, and the job placement services to drop outs and others.

6. With the cooperation of the guidance department a follow-up study was made. Further job assistance was provided where needed.

7. Students were oriented to vocational educational programs.

8. Students were given direct assistance in locating and applying for jobs during the school year and upon graduation.

9. Community agencies participating in the program were; New Jersey State Employment Service, Concentrated Employment Program, Hopes, Industrial Management's Club, Division of Veterans Services, New Jersey Rehabilitation Commission and Hoboken Welfare.

10. Dropouts and out of school youth were given direct assistance in locating and applying for jobs.

11. Visitations were made to business and industry to acquaint students with nature of work.

12. Vocational counseling was given to individuals.

13. Administered General Aptitude Test Battery to ninth grade students.

14. Over 500 telephone contacts were made with business and industry for job development.

15. A special program was developed at the Maxwell House Coffee Co., a division of General Foods Corporation, where ten disadvantaged students worked last summer and will work again this summer performing clerical duties.

16. Participated on Curriculum and Slow-Learner (Core) Committees.

RESULTS:

1. The behavior and school attendance of the students improved noticeably.

2. Community agencies consulted us in seeking solutions to some of their employment problems.

3. The community as a whole and employers were pleased with the establishment of a placement function in the high school.

4. Many opportunities for part-time and full-time jobs were received from local employers ,and employers in downtown New York City.

5. **A current resource and employer file is maintained.**

6. **Vocational and occupational materials were placed in the school library and guidance department for all students and teachers to use.**

7. **An up-to-date occupational file is available to students and teachers.**

8. **Job placements to date amount to 325. This figure will be greater when all job referrals have been verified.**

OBSERVATIONS AND CONCLUSIONS:

1. **There was greater participation and involvement in related community and school activities.**

2. **Working students gained dignity and self-confidence as indicated by improved school and job performance.**

3. **Greater care in course selection was in evidence for terminal student.**

4. **The vocational placement program was accepted and recognized by the community, the teachers and the students.**

5. **Follow-up revealed that there was an easier transition from school to work.**

6. **Many more students could benefit by work experience if money were available for coordinators in the work experience programs. Employers will hire more students if the students could start earlier in the afternoon. This is possible under the cooperative experience programs.**

LAKEWOOD HIGH SCHOOL
Lakewood, New Jersey
Director of Project: Edgar B. Coffey
Superintendent, Nicholas Santore
Principal, Joseph Mayer

TITLE: The Placement Counselor in the Guidance Department

PURPOSE:

1. Cooperate with, coordinate and expand existing school guidance services and resources into an integrated program of placement and vocational counseling, appropriate for grades 9 through 12.
2. To evaluate both the information from employers and the reactions of students and former students to employment, as a source of valuable feedback for curriculum and updating and development.
3. To provide motivation to the student to continue education and to work to his full potential. It should serve the individual in terms of his educational, economic, social and personal needs.
4. To help fill curriculum gaps represented by students not in goal-oriented programs, (as well as to provide services for goal-oriented students) who may need or seek further help so that they may attain a higher degree of self-realization.
5. To serve as a means of development and testing attitudes, values, abilities and aspirations.
6. To provide, through job placement and related planning, education relevant to problems that might be hampering the student's productivity.
7. To establish in-service programs on a local basis with related staff members.
8. To give vocational counseling on an individual or group basis whenever asked for or needed.

ACTIVITIES:

1. Voluntary job registration of all students of the Lakewood School System over age 14 and most recent graduates and drop-outs.
2. Job guidance, placement, and personalized follow-up of the above. Placement are of a part-time, temporary, vacation or permanent nature based on the individual's needs and desires and opportunities for employment. Counseling is provided prior to and after job placement.
3. Solicitation of job openings by personal visitation to employers, telephone and mail.
4. Setting up and keeping the necessary forms, procedures and records required in a placement office.

5. Conferences with counselors, teachers, parents and administration.

6. Ninth and tenth grade assembly talks given at the beginning of the school year to explain the objectives of the Placement Office and how and when the students can be helped by it.

7. Visitation to Senior English classes to explain their future relationship with the school through the Placement Service and to give them a view of what might be in store for them at graduation.

8. Orientation to new teachers as to the objectives of the placement office and how, with their aid, a better teaching situation can be established by classroom teachers for all concerned. At times, the Placement Counselor is called upon by classroom teachers to talk to their classes regarding vocations and related problems.

9. Receipt and evaluation of a continuous flow of current occupational materials. These are filed, exhibited, or passed on to the various places in the school system where it is felt the information will be helpful - counselors library, department heads, administration or teachers.

10. Developmental group guidance on job finding.

11. Coordination of the Lakewood High School Career Conference Program. This is a cooperative effort with civic and service organizations of Lakewood.

12. Interviews - average of 6 per day. Placement - 1 per day.

13. Compilation of Job Directory on Who Employs Our Students.

14. News releases to area newspapers explained the program and introduced the Placement Coordinator to the community. At the same time an occupational survey to find out about job opportunities in the community was made.

15. Senior students were informed by personal visits to their homerooms of what the placement service could do for them.

16. The aid of the Interact Club was solicited to make an expanded occupational survey, as was the help of the Chamber of Commerce.

17. After students are placed follow-up begins. Follow-up included visits to the home to seek remedies for the student's problems. Home visits have been productive in setting up a pattern for school-home communications.

18. To date, one hundred Lakewood students have been placed on jobs.

19. Group guidance in job finding, etc., for all students. This program was carried out in cooperation with the English department.

20. Preparation in cooperation with the guidance staff of a resource book on community services.

21. Job development in the Howell, Lakewood, Brick, Manchester and Toms River area for part-time jobs.

22. Summer jobs and permanent jobs for seniors were widely advertised in school.

RESULTS:

1. Over 220 students were placed in part-time or summer employment through the activities of the placement counselor. Counseling sessions of a group nature held in the English classes using films, filmstrips and records. These sessions were geared towards the slower groups which seem to have the most non-goal-oriented students.

2. The community is only now beginning to realize there is a placement office. Agencies which work with the placement counselor are the local anti-poverty agency, Ocean Inc., the N.A.A.C.P., the Rotarians and Senior Citizens groups. This is an area to be strengthened next year.

OBSERVATION AND CONCLUSION:

1. In the beginning of the program, 100 students were selected by their counselors as those who might profit most from extra counseling or a part-time job. These one hundred students were culturally disadvantaged and prospective dropouts. No conclusion is yet possible to decide if the extra time and effort spent by the placement counselor with these students helped them.

2. The placement counselor definitely helps the disadvantaged. It seems that these students need more rebuilding of their image than they need money in their pockets. More time is planned on group and individual problems concerning social and economic problems.

TRENTON CENTRAL HIGH SCHOOL

Trenton, New Jersey
Director of Project: Mrs. Edith Boone
Superintendent, Dr. Ercell Watson
Principal, Dr. Roland Daniels

TITLE: Placement Coordinator Project

PURPOSE:

1. To identify students in the 10th and 11th grades, who are not goal oriented and need assistance in choosing a vocation.
2. To secure part-time and summer employment for employment-bound youth.
3. To work closely with those students who have had "Introduction to Vocations".
4. To provide students with individual counseling and group experiences in vocational education.
5. To work closely with Junior High School Counselors - apprising them of the High School Curriculum and the offerings in the Vocational Technical Division.
6. To relay feedback from the Junior High Schools to the High School Guidance Personnel and Staff.
7. To provide in-service training for Teachers and Counselors.
8. To develop student appreciation of job opportunities.
9. To help students enhance their "self concept" and "self image."
10. To help students develop constructive attitudes and values toward the world of work.
11. To develop and maintain a working relationship with business and industry in the community.
12. To work cooperatively with other Program Coordinators.

ACTIVITIES:

1. Assisted in identifying 185 Senior Students who lacked saleable skill for employment.
2. Individual counseling and group guidance sessions held to explore the World of Work with the above group.
3. Trips made to industry, businesses and health facilities (150 students).

4. Assisted in the planning and operation of Career Day for the entire senior class (805 students).

5. In-service training sessions held to introduce Guidance Personnel to other State Department of Education Programs in operation within the School system.

6. Individual Counseling sessions held with previous Introduction to Vocation's students (approximately 50 students).

7. Testing and job placement activities carried out in cooperation with employers (NJES).

8. In-service training sessions held with counselors in the Junior High Schools to develop more awareness of the Vocational offerings of the High School.

9. In-service training sessions also held with Junior High School counselors not involved in "Introduction to Vocations".

10. Contacts established with the Chamber of Commerce, United Progress Incorporated, Model Cities Educational Director, Outreach Apprenticeship Program, N.A.A.C.P. Education Committee, New Jersey Employment Service and a number of businesses and industries in the area.

11. Survey made of all businesses and industries in the area with entry level jobs for high school students.

RESULTS:

1. Students became more aware to their role and responsibility in planning their future.

2. Students showed a greater understanding and appreciation of the need for obtaining an education.

3. Students better able to associate curriculum selection and the necessity of a goal.

4. A number of students who were employment-bound decided to further their education.

5. Several employers are surveying their employment needs in conjunction with establishing "Cooperative Work Experience Program" with the School.

6. Recognition by the Guidance Personnel for more Career oriented subject matter.

7. Recognition by some teachers and Counselors of the need for more vocational education and vocational guidance in the Curriculum.

8. Employers cooperative in helping to implement the program.

9. Students who do not meet the poverty level income, but still are in need of financial assistance, are happy there is someone else to turn to for employment.

OBSERVATIONS AND CONCLUSIONS:

1. There is a definite need within the High School for a Placement Coordinator, to bring about "vocational awareness" or enhance the feeling of same within the Guidance Personnel.

2. There is also the need for a Placement Coordinator for those students who are in need of financial assistance, but are from families who earn over the $3,400.00 poverty level.

3. There is a great need for more cooperation between the various vocational coordinators and work-study coordinators.

5. SCHOOL-COMMUNITY COORDINATOR

EAST ORANGE PUBLIC SCHOOLS
East Orange, New Jersey
Director of Project: Samuel Simpson
Superintendent, Russell A. Jackson, Jr.

TITLE: School-Community Coordinator Services/Neighborhood Guidance Counseling

PURPOSES:

1. To improve the education of children through better communication and understanding between the School and the Community.

2. To inform the community continuously of the School's programs including Vocation programs and Adult programs.

3. To bring to the School staff the needs and concerns of the community.

4. To involve parents in home-school related programs.

5. To assist families in understanding School and Community services.

6. To improve the effectiveness and expand the scope of counselors in meeting the vocational needs of youth.

ACTIVITIES:

1. The School-Community Coordinator works as a team with the Director of Vocational Education, Vocational Education staff, Teachers and concerned people from the various schools and the Superintendent's office in cooperation with business, industry, government agencies, and C.A.P.

2. The School-Community Coordinator brings information of school programs to the community by home visits, community talks and newspaper articles.

3. The School-Community Coordinator receives request for services from: Principals, parents, teachers, agencies and other school staff.

4. The School-Community Coordinator informs the Community of the various School services including: instructional, medical, counseling, home and school association, guidance, attendance, special programs, enrichment programs and Vocational Education/Adult programs.

5. The School-Community Coordinator brings to the School staff work of the Community needs and concerns through faculty meetings, special school committees, faculty conferences, newsletters, special programs, Community Action activities.

RESULTS:

1. A file on references and resources was developed.

2. Cooperation between the Schools and the local Community Action Program was widened.

3. School-Community Coordinator and Director of Vocational Education were involved in seminars at Seton Hall University, Newark State College, Camp Kilmer Job Corp, and a sensitivity training session.

4. Through the School-Community Coordinator a citizen's committee was developed to work with and at the various schools where needed.

5. The Superintendent's office has repeatedly called on the services of the School-Community Coordinator for various problems concerning student unrest and individual student situations that had to be handled immediately. Also to speak with concerned parents.

6. Recruited students and adults for various job programs, Vocational Education and Adult Education programs.

7. Summary:

Vocational Program Referrals (Day and Adult)	175
Job Applications (Summer Project)	100
Neighborhood Youth Corps	175
School Program Placement	50
Job Placement	50
Home Visits	85
Number of Meetings, Conferences and addresses to concerned parents groups	40
Dropouts served	45

OBSERVATIONS AND CONCLUSIONS:

1. Services were well received by students and teachers.

2. Effectiveness was felt immediately as a citizens committee was formed by the coordinator.

3. Enrollments were up in all Adult Vocational Programs.

4. The community is gaining a greater understanding of the workings of the school system.

5. Minority group students perceive that educators, businessmen, and the community are deeply interested in them and in their future welfare.

ELIZABETH PUBLIC SCHOOLS
Elizabeth, New Jersey
School-Community Coordinator: Howard J. McKenzie
Superintendent, John E. Dwyer

TITLE: School-Community Coordinator

PURPOSES:

1. To identify students who need assistance in choosing programs of study.
2. To provide student and parent counseling service both in school and the home.
3. To provide a vocational directory for students and counselor use for background references.
4. To develop student appreciation of vocational programs and job opportunities.
5. To build a better means of communications for inner city people.
6. To maintain a working program with businesses, trade unions, community and government agencies.

ACTIVITIES:

1. Identified students and out of school youths who needed assistance in the choosing of a vocation.
2. Provided counseling services to the community by being available at all times and hours of the night.
3. Focused on youth and low income areas and their families.
4. Surveyed those people who were placed in jobs through the office of the community coordinator.
5. Made trips to major league baseball games, with youngsters in the community.
6. Assisted in the organization of little league baseball teams in the Elizabethport area, under the direction of an ex-professional player.
7. Participated in the Jr. League of Women of America,community leadership seminar at Sterling Forest, New York.
8. Participated on the Drop-Out Prevention Committee of Elizabeth.
9. Spoke before community groups such as the N.A.A.C.P, CAFEO, Kiwanis Club, and the Equal Opportunity Committee of the Unted States Post Office.

10. Appeared before Juvenile and Domestic Relations Judge. As a result a youngster was released in custody of the community coordinator.
11. Aided teachers in obtaining positions with the Board of Education.
12. Served as a committee member of the Adult Basic Education Program of Elizabeth.
13. Contacted in writing and personally many city officials for job placement for youths of the city.
14. Wrote letters to banks for loans, to assist young people in furthering their education on the college level.

OBSERVATIONS AND CONCLUSIONS:

1. Students made significant progress through identity with occupations and greater awareness of personal interest and abilities.
2. Employers and community agencies are trying to play a larger part and work closer with the community coordinator and Board of Education.
3. Many teachers feel that after working with the community coordinator, who has more insight into the students' home lives, has made their teaching just a little easier.

SUMMATION OF ACTIVITIES:

1. Students provided special help:

Job Placement	55
Vocational Program Placement	5
Neighborhood Youth Corps	5
Academic Scholarships	8
Armed Services	3
Adult Jobs	35

2. Businesses cooperating: Thomas and Betts Tool and Die Co., Cidermire Chemical Plant, Bell Telephone Company, Public Service Electric and Gas Co., Elizabethtown Gas Co., Elizabeth Chamber of Commerce, and Elizabeth Daily Journal.
3. Agencies and organizations contacted: St. Elizabeth Hospital, Elizabeth Police Athletic League, Elizabeth Welfare Board, Elizabeth Chapter of CORE, NAACP, CAFEO, Kiwanis Club, Lions Club, Big Brothers Inc., of America, Mt. Teman A.M.E. Church Group, Juvenile Aid Bureau, Union County Domestic Courts, and United States Post Office of Elizabeth.

4. Student Relations

    a. Meeting with teachers and guidance counselors in discussions of the potential drop-out student, who it seems is almost always a disadvantaged youth. Involving the parent and discussing possible positive steps to be taken in preventing the actual drop-out.

    b. The students are always selected according to their individual needs. The community coordinator is always willing to give encouragement to students whenever the opportunity arises.

5. Meeting with Teaching Staff

    a. The superintendent of schools, along with the community coordinator, met with principals and teachers of public schools to explain the role of the coordinator. As a result, the teachers and principals felt that they could call upon his services, whenever they had a problem.

6. Community Meetings

    a. Counseling of youngsters and parents at community meetings, in homes and on the street.

    b. Meeting with members of the clergy and community groups was done to keep abreast of the problems in the community. Invitations to speak to national and local groups helped to bring insight and understanding of problems of the disadvantaged youth of the city.

7. Suggestions were given to parents to increase communication

    a. Small, house-to-house meetings

    b. Inter-group discussions about problems

    c. Open-line to the community coordinator given to parents through school officials for counseling services

LINDEN BOARD OF EDUCATION
Linden, New Jersey
Director of Project: Rev. Irvin Hopkins
Superintendent, James J. O'Brien
Principal, Herman E. Mopsick

TITLE: School Community Coordinator Project

PURPOSES:

1. To provide an atmosphere conducive to effective vocational counseling.
2. To provide parents with guidance facilities which are located in their immediate community.
3. To provide services to the segment of the population that has not been reached through usual channels.
4. To raise the aspirational sights of the students residing in target areas to higher levels of education and training.
5. To illustrate to the deprived community that the school administration really does care about them and their problems.
6. To build a foundation for more effective communication through personal contact with home, community agencies and employers.
7. To provide the basis for more relevant evaluation of individual and community needs that could be fed back into the school program in order to create more effective educational opportunities.

ACTIVITIES:

1. The coordinator is a liaison between the school and the community. His schedule is flexible therefore he is available when needed. He maintains an office located in the target area not on school property.
2. Adults are assisted by the coordinator in obtaining the necessary education and preparation for securing jobs.
3. Student applicants are referred to cooperating employers for placement.
4. Conferences and field trips to employment areas and to schools of higher learning are conducted.
5. The coordinator has addressed many service clubs informing them of the nature of this project. They represent a large section of the business community.
6. The Neighborhood Council of Linden, representing the target area community, has been informed of this new attempt to foster better relationships between the community and school.

7. The coordinator has explained his program to representatives of the Manpower Development Training Program.

8. The assistance of medical and psychiatric personnel has been successfully enlisted.

9. Both in school and out-of-school youth have been contacted. Sessions have been set up to meet their needs and to advise them.

10. The Special Services Department of the Linden Public Schools has contacted the coordinator for assistance in its work with children, parents and the school.

11. The coordinator has attended special meetings conducted by the Vocational Division of the New Jersey State Department of Education. One of these was a three-day Sensitivity Training Workshop which has played a significant part in the development of his approach to his work.

12. News releases informing the public of the activities of this program are sent to the local newspaper.

13. The Youth Employment Service has been asked to locate jobs, including after school and summer jobs for students, and full-time employment for dropouts.

14. Contacts have been made with the Adult Education School of Linden.

15. Arrangements have been made for remedial reading and homework study facilities located in a church center in the community. Staffed by volunteers, these facilities are available to both youth and adults.

16. The coordinator has contact newly arrived immigrants to offer whatever services they feel are necessary to their well being.

RESULTS:

1. Students felt they were being helped to grow personally and vocationally.

2. Parents received a clearer picture of the school's part in student activities.

3. Two dropouts have made application to Job Corp for training in auto mechanics.

4. Two high school boys have returned to school to complete schooling.

5. Five high school girls have secured part-time work and will work full-time at the same jobs during the summer.

6. Two adults were given jobs. Education through the adult program was desirable.

7. Arrangements were made for a dropout to receive dental care to relieve pain. This relief made it possible for him to take a scheduled test.

8. Approximately 30 youth have responded to advice to stay in school and apply themselves.

OBSERVATIONS AND CONCLUSIONS:

1. Students gain self-confidence through awareness of expanding opportunities of minority group youth.

2. The response of the community is that this service is long overdue.

3. Employers have more personal relationship with employees before hiring. This is helpful to both employer and employee.

4. Business welcomed the opportunity to contribute directly to the educational program.

5. Guidance counselors feel that their effectiveness in reaching youth in the target areas has been strenghtened.

MORRISTOWN ADULT EDUCATION
Morristown, New Jersey
Director of Project: Leo Prybylowski
Superintendent, Harry Wenner

TITLE: Vocational Guidance for the Socially Deprived Adult

PURPOSES:

1. To identify those adults in the Evening High School and Pre High School program who are in need of vocational counseling.
2. To make a special "outreach" effort to find those who are underemployed.
3. To contact the employers in the area in an effort to have them provide meaningful job experiences.
4. To prepare the student for his job interview.
5. To impress on the student such behavorial goals as punctuality, neatness and cooperation.
6. To aid the employer in his effort to keep socially deprived adults in the labor market.
7. To provide the training necessary to those who desire it.
8. To follow up the students to determine if their experience has been meaningful.

ACTIVITIES:

1. The adults were actively recruited from the two adult programs.
2. When the initial contact was made, they were encouraged to meet with a counselor.
3. The counselor, recruiter and vocational coordinator met to discuss each case.
4. Testing was done to determine the student's capabilities.
5. Employers were contacted to see if there was a need for each student's services.
6. Students were encouraged to make application to those employers who indicated a need for their services.
7. If necessary, transportation was provided to the interview.

8. A training program in typing was instituted.

9. School drop-outs were also contacted and encouraged to attend classes.

10. Students were encouraged to enter training programs such as the Licensed Practical Nursing Program.

11. The mobile industrial unit of the State Department of Education was utilized by the pre-high school students.

RESULTS:

1. A total of twenty students from both the pre high school and Evening High School were placed in full or part-time employment.

2. Employers were eager to hire our students and in many instances provided training for them.

3. All employees are still on their jobs.

4. Both the pre-high school and the Evening High School experienced an increase in attendance by the students. This is no doubt due to the program being more meaningful to them.

5. The pre-high school program experienced increase in enrollment when it became known that job placement was a part of the service.

6. A special typing class was organized for the pre-high school students.

OBSERVATIONS AND CONCLUSIONS:

1. The socially deprived adult if given appropriate opportunities is willing to make a determined effort to become an integral part of our society.

2. Industry is looking for leadership and school cooperation as an aid in meeting the needs of the socially deprived person.

3. Extra efforts must be made to help the socially deprived person become a part of our society.

4. Community action agencies will cooperate fully if sound guidelines for communication are established.

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PASSAIC COUNTY TECHNICAL AND VOCATIONAL HIGH SCHOOL
Paterson, New Jersey
Director of Project: Robert Van Wagner
Superintendent, Joseph G. Hausmann

TITLE: School-Community Coordinator Project

PURPOSES:

1. To help develop more avenues of communication between the school and community.

2. To reach the in-school youth, school aged youth not in school and the disadvantaged adult.

3. To originate programs of originate programs of orientation, counseling, educational, vocational placement and follow-up on a group and individual basis.

4. To serve as a liaison between the home, the school and the community.

5. To foster better understanding and an awareness of opportunities and outside services available.

6. To provide effective public relations and give information about the school and its numerous services, throughout the county.

ACTIVITIES:

1. The coordinator maintains an office manned by a part-time secretary in the vocational school located within the heart of the inner-city.

2. He receives requests for his services from: the superintendent, principals, teachers, guidance department, outside agencies and organizations.

3. He addresses service clubs, civic groups, church groups and the like -- sometimes in behalf of financial help for students.

4. He provides news releases as an avenue of exposure and information.

5. He establishes contacts with the Youth Opportunity Center and State Employment Service (WIN).

6. He initiates invitations and then conducts tours of the facilities.

7. He is involved with social and job rehabilitation for inmates at county correction institution.

8. He maintains rapport with welfare board, Federation of Neighborhood Councils, Model Cities, and Civil Liberties Union.

9. He counsels in the home.

10. He identifies with the city leaders - minority, business and labor, political, religious and educational.

11. He attends training sessions by the Division of Vocational Education aimed at learning to relate to the problems of the disadvantaged.

The Coordinator in-school orientation programs:

1. Pre-vocational for disadvantaged youth and adults

2. Practical Nursing

3. Special Needs for Youth 14-18 (co-ed)

4. M.D.T.A. Clerk Typist, Nurse Aide, Welding

5. Adult Basic Education

6. General Education Development

7. Evening Trade Extension

RESULTS:

1. Provided visual aids, field trips to industry, employment leads and social counseling in conjunction with this Basic Academic Training. Two (12 week) sessions yielded 71 graduates out of original 100. Majority of these now enrolled in evening classes at local high school. Group comprised of immigrants and black citizens.

2. Newspaper publicity, word of mouth, outside agencies, telephone calls and cooperating hospitals brought in 114 candidates. Backgrounds generally poor to middle class. High School experience from less than 2 years to graduate level. 17 to 50 established age limits. 114 interviewed and tested by coordinator. 56 qualified. Balance referred to further study at Passaic County Learning Center or Nurse Aide course. Obtained 2 tuition scholarships.

3. Academic and vocational training for under-achievers. New program in planning stage. Begins September, 1969. Assisted Director and Advisory Committee. To date 156 applications received. 48 solicited through home visitations by Coordinator. Ages - 14 through 20. County wide.

4. Students provided by New Jersey State Employment Office. Review critiques by instructors and try to place these people according to degree of skill and aptitude. Currently 42 enrolled in these 3 courses. All have job promises.

5. Component of Passaic County Vocational School offers, mathematic skills, language arts and social living skills. Five professional and twenty volunteer teachers were obtained by Director with assistance from Coordinator. Students provided through cooperation of WIN. Average class 20 students (five sections) Coordinator seeking means to have "walk in" store school. Next fall.

6. High school equivalency, additional specialized training for the Spanish speaking. Most graduates enter more advanced courses at technical and vocational school. Coordinator has enrolled 16 since last January 1, 1969.

7. Enrollment up 15% due to new public awareness. More interest in supplementing skills and technical knowledge. Coordinator meets with Superintendent and Advisory Council from Labor Union to forward this program.

OBSERVATIONS AND CONCLUSIONS:

1. Public acceptance favorable, as the school goes out to meet the people.

2. Outside agencies have long sought this kind of communication.

3. Teachers and counselors gain a new ally.

4. The non-verbal parent can express his feelings through the coordinator and begins to understand the school's goals and services.

5. Youth senses the sincerity of this effort and usually responds accordingly.

6. The over-all image of the school becomes that of being interested in the welfare of people as individuals and that there is something here for everyone.

PERTH AMBOY PUBLIC SCHOOLS
Perth Amboy, New Jersey
Director of Project: Maximino Arroyo
Superintendent, Anthony V. Ceres
Principal, Michael F. Stofega

TITLE: School-Community Coordinator Project

PURPOSES:

1. To open channels of communications to and from local resources; such as local agencies, organizations, business and industries.

2. To establish a direct line of communication between community and the local agencies.

3. To provide services to the segment of the population that has not been reached through usual channels.

4. To illustrate to the disadvantaged group in the community that the school administration really cares about them and their problems.

5. To orientate those in need of assistance in the community with incentives and awareness of ways to solve their problems.

6. To gain information about the educational necessities in the blighted areas and report it to the Superintendent of Schools.

7. To identify the new migrants and inform them of the facilities that are available for them.

8. To raise the aspirations of the students residing in target areas to higher levels of education and training.

ACTIVITIES:

1. The coordinator is working as a liaison between the school and the community. His schedule is from 1:00 P.M. to 9:00 P.M. daily; and 9:00 A.M. to 12:00 Noon on Saturday, but he is available when needed. His office is located centrally, but school services and facilities are available to him. Each day he works in different areas throughout the community. For example, Housing Projects, High School, Grammar School and Elementary Schools.

2. Visited various industries with the purpose of developing jobs for students and adults as well.

3. Supplied information and counseling to adults about further education, jobs, vocational training, and evening classes.

4. The coordinator has explained his program to representatives of the Employment office, New Jersey Alliance of Business, Project Action, On the Job Training, and others.

5. The assistance of medical and psychiatric services has been given to various students through the efforts of the coordinator.

6. The Special Service Agency, The Outpatient Clinic, and The Mental Health Clinic are offering their services to the poor people in the community.

7. A large number of religious, social, and civic organizations have been contacted.

8. Helped to recruit disadvantaged children for camping trips.

9. Worked very closely with the Adult Evening Program, and helped to recruit people for evening classes.

10. Assisted Neighborhood Youth Corps to place dropouts in their program.

11. Filled out applications for scholarships for those students who want to participate on the Educational Opportunity Fund Program.

12. Served as interpreter for the parents that do not speak English (spanish-speaking people).

13. To contact school dropouts and encourage them to get back in the school or apply for the High School Equivalent Test.

14. Adults have been encouraged to attend Vocational School.

15. Helped organize groups of adults for Evening Classes that will be given in the area in which they live.

16. Encouraged the parents to help their children stay in school, and to supervise their school work.

RESULTS:

1. Various disadvantaged students are going to college this coming year because the coordinator was able to get scholarships for them.

2. More adults are attending Evening Classes.

3. More parents are attending P.T.A. meetings and school activities.

4. The community is gaining a greater understanding of what kind of work the school system is doing for their children.

5. A file on community resources was developed.

6. Two high school girls have been registered for Licensed Practical Nurse Courses at Woodbridge Vocational and Technical High School.

7. A great number of applications for summer jobs with state agencies have been filled out by College students.

8. The coordinator has attended special training sessions conducted by the Vocational Division of New Jersey, State Department of Education; such as, Sensitivity Training, Union and Labor, Special Education Programs, Model Cities Programs, and others.

9. Hundreds of parents have been visited to explain certain new programs that schools are implementing to improve the education of their children. One of these is Reading Improvement.

10. Some newly arrived children have been registered in school through the efforts of the School-Community Coordinator.

OBSERVATIONS AND CONCLUSIONS:

1. The community feels that they have been neglected for many years; but through this program a great number of people are developing a tendency to help themselves.

2. The coordinator is trying to restore confidence in the "hardcore" people. A vivid example of this is shown in the fact that several persons are going back to schools in evening classes and attending Vocational Training, Business, and Nursing Schools.

3. Parents have started to develop awareness of the importance of education, therefore, they are encouraging children to stay in the school until they can obtain a good education.

4. The community is looking at the coordinator as a person that was needed many years ago, because through his services they can make better use of the Educational Programs that are available to them.

5. This program started to raise the aspiration of the poor people in the community.

6. New doors have been opened for them, and they started to take advantage of it.

7. The school system has started to make inroad in its relationship to disadvantaged segments of the population. Communications have been improved.

8. One of the most unique problems in the city of Perth Amboy is that a great number of Spanish speaking people, of which the majority are Puerto Rican, live in the community. They bring with them a different culture, low educational background, a language barrier, and other problems, Therefore, it is almost impossible for the Public Schools to deal with these problems unless the community can be organized into making full use of the opportunities that are available to them. The School-Community Coordinator is devoted to bridging the gap in his role as liaison between the community, its agencies, and the schools.

FUTURE PLANS:

1. We would hope to continue and broaden the program in the year ahead. During the first six months, we have been in an organizational and developmental phase. From now on greater services can be provided.

2. We will develop an advisory board to assist in further development of the program.

3. During the present summer vital programs are planned. One will be directed at those who have dropped out of school during the past year. Hopefully, they will be assisted with future plans. The second program will be a community survey to seek out students of school ages who are not registered in school. The goal is to get these students in schools.

PERTH AMBOY PUBLIC SCHOOLS
Perth Amboy, New Jersey 08861
Director of Project: Maximino Arroyo
Superintendent, Anthony V. Ceres
Principal, Michael F. Stofega

TITLE: School-Community Coordinator Project

PURPOSES:

1. To open channels of communications to and from local resources; such as local agencies, organizations, business and industries.

2. To establish a direct line of communication between community and the local agencies.

3. To provide services to the segment of the population that has not been reached through usual channels.

4. To illustrate to the disadvantaged group in the community that the school administration really cares about them and their problems.

5. To orientate those in need of assistance in the community with incentives and awareness of ways to solve their problems.

6. To gain information about the educational necessities in the blighted areas and report it to the Superintendent of Schools.

7. To identify the new migrants and inform them of the facilities that are available for them.

8. To raise the vocational aspirations of the students residing in target areas to higher levels of education and training.

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4. The coordinator has explained his program to representatives of the Employment office, New Jersey Alliance of Business, Project Action, On The Job Training, and others.

5. The assistance of medical and psychiatric services has been given to various students through the efforts of the coordinator.
6. The Special Service Agency, The Outpatient Clinic, and The Mental Health Clinic are offering their services to the poor people in the community.
7. A large number of religious, social, and civic organizations have been contacted.
8. Helped to recruit disadvantaged children for camping trips.
9. Worked very closely with the Adult Evening Program, and helped to recruit people for evening classes.
10. Assisted Neighborhood Youth Corps to place dropouts in their program.
11. Filled out applications for scholarships for those students who want to participate on the Educational Opportunity Fund Program.
12. Served as interpreter for the parents that do not speak English (Spanish-speaking people)
13. Contacted school dropouts and encourage them to get back in the school or apply for the High School Equivalent Test.
14. Encouraged adults to attend Vocational School.
15. Helped organize groups of adults for Evening Classes that will be given in the area in which they live.
16. Encouraged the parents to help their children stay in school, and to supervise their school work.

RESULTS:

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2. More adults are attending Evening Classes.
3. More parents are attending P.T.A. meetings and school activities.
4. The community is gaining a greater understanding of what kind of work the school system is doing for their children.
5. A file on community resources was developed.
6. Two high school girls have been registered for Licensed Practical Nurse Courses at Woodbridge Vocational and Technical High School.
7. A great number of applications for summer jobs with State agencies have been filed by college students.

8. The coordinator has attended special meetings conducted by The Vocational Division of New Jersey, State Department of Education; such as, Sensitivity Training, Union and Labor, Special Education Programs, Model Cities Programs, and others.

9. Hundreds of parents have been visited to explain certain new programs that schools are implementing to improve the education of their children. One of these is Reading Improvement.

10. Some newly arrived children have been registered in school through the efforts of the School-Community Coordinator.

OBSERVATIONS AND CONCLUSIONS:

1. The community feels that they have been neglected for many years; but through this program a great number of people are developing a tendency to help themselves.

2. The coordinator is trying to restore confidence in the "hardcore" people. A vivid example of this is shown in the fact that several persons are going back to schools in evening classes and attending Vocational Training, Business, and Nursing Schools.

3. Parents have started to develop awareness of the importance of education, therefore, they are encouraging children to stay in the school until they can obtain a good education.

4. The community is looking at the coordinator as a person that was needed many years ago, because through his services they can make better use of the Educational Programs that are available to them.

PLAINFIELD HIGH SCHOOL
Plainfield, New Jersey
Director of Project: Charles Carter
School Community Coordinator: Kenneth Benton
Superintendent, Nobel C. Hiebert
Principal, Charles Bauman

TITLE: School Community Coordinator

PURPOSES:

1. To develop meaningful communications between the high school and the community it is serving.
2. To serve as a liaison between the home, the school, and the community.
3. To inform students, parents and community agencies of various educational services which the Plainfield School System has to offer.
4. To make an extensive effort to provide educational counseling and guidance for "inner city" youngsters having problems of adjustment at the high school.
5. To serve as a liaison between the school placement coordinators and business and industry within the area.
6. To provide a directory of various community agencies and what specific services they can provide for the students in the high school.
7. To develop a positive attitude within many youngsters in their outlook toward future vocational aspirations.
8. To encourage high school faculty members to become more aware of students as people and the students' potential for contributing to our society.
9. To channel potential drop-outs and those out of school toward meaningful educational endeavors and vocational training centers.
10. To make an extensive effort to bridge the social gap that has developed between black and white students in the high school.

ACTIVITIES:

1. Personal contacts to over 80 homes have been made to involve the parents more with their youngsters' school experiences.
2. Coordination of the efforts to serve the youngsters by Community Action Organizations, State Employment Service, Neighborhood House and the Guidance Department of the Plainfield High School is now in progress.
3. Parents of the students at the high school are being encouraged to attend the Plainfield Adult School and Learning Center. Over 70 parents in need of such help have been contacted.

4. The Community Coordinator advises the community agencies, the high school administrators, and the concerned community regarding racial tension problems in the high school.

5. Students and those out of school, as well as adults, are offered direct assistance in locating and applying for jobs or job training.

6. Some 200 students having severe problems for which they are seeking solutions were met in individual conferences by the community coordinator.

7. Daily efforts are being made to help individual teachers become more involved with the school and the community which they are serving.

8. Students and out of school youth are being encouraged to use the vocational assistance that is available in the high school Placement Office, State Employment Office, Neighborhood Youth Corps and Community Action Plainfield Offices. Over 30 students were provided with job counseling.

9. Counseling service and guidance are now being made available to students and their families outside of the high school.

10. Guidance Counselors in assisting undergraduates in selecting future courses are making a more sincere effort to inform students of vocational programs which are offered.

OBSERVATIONS AND CONCLUSIONS:

1. Community agencies have become more involved in related school activities.

2. Students have taken a positive outlook on the significance of having a school-community coordinator.

3. The school structure has become more aware of the gap between home-school-community that has been in existence.

4. Prospective employers feel secure in having a liaison person whom they can call upon.

5. Parents and students are most enthusiastic about the direct assistance they can obtain rapidly from the school-community coordinator.

6. SUMMER INSTITUTES

TRAINING PROPOSAL

Abstract

Submitted by:

Glassboro State College
Edward G. Haldeman, Ed.D., Professor of Education

Director:

Lawrence E. Gurst, Ed.M.
Assistant Professor of Education
Glassboro State College
Glassboro, New Jersey

Title:

A Training Program to Increase Effectiveness of the Role of the Guidance Counselor in Dealing with Vocational Education Program -- *The Role of the Counselor in Vocational Education*.

Objectives:

The purpose of this training is three-fold:

1. To create a model for the training of counselors in vocational education which will be made available to other counselor education institutions. Local districts may also use the model as part of their in-service training of counselors.

2. To provide training for counselors employed in school districts engaged in vocational programs. This training is aimed at the improvement of counseling services to employment-bound youth and to the development of a greater degree of communication between counselors and vocational program personnel.

3. This will be a continuation of the Institute held at Seton Hall in the Summer of 1967 for counselors and Vocational Education Instructors -- in the Southern part of New Jersey. Dr. Donald Merachnik, principal investigator of last summer's program will be consulted to coordinate this continuing program.

Procedures:

Consultants and specialists in the field of vocational education (students included) provided background information to counselor participants regarding their role in Vocational Education. Major areas included: Responsibilities of Individual Counselors to their role as a helping person, Comprehensive Vocational Education Kindergarten through High School, Importance of such concepts of "Developing Self-Image" to Vocational Education, Problems of "Ghetto" and Socio-Economic conditions on Vocational Planning, Cooperation between Vocational and Academic-orientated curriculum, Resources currently available, etc.

Procedures: (Con'd)

As part of this program each participant was to identify a specific need within his own school system in which there was an immediate concern appropriate to Vocational Education and develop some type of positive approach in action form.

Follow-up seminars will be held monthly during October, November, and December to see what kind of implementation was made and to serve as a continuing evaluation.

Time:

Summer and Winter Sessions
June 26, 1968 - December 31, 1968

Addendum:

A similar institute conducted by Larry Gurst and Dr. Ed Haldeman is operating at Glassboro State College this Summer, 1969, also at Rutgers - The State University, Dr. William Bingham and Burton Weber and at Montclair State College; Dr. Lawrence Kenyon. Each institute has an enrollment of 25-30 counselors.

The first institute was conducted by Seton Hall University, Summer of 1967, under the direction of Dr. Donald Merachnik.

COUNSELOR EDUCATOR SEMINARS

COUNSELOR EDUCATOR SEMINARS

The Divisions of Vocational Education and Curriculum and Instruction of the New Jersey State Department of Education, in cooperation with Seton Hall University, supported a project to strengthen counselor education in New Jersey during the 1968/1969 school year. This project included four, day long institutes for counselor educators which focused on topics of crucial concern for counselor education. Major addresses presented at these institutes were as follows:

The Counselor Educator Looks at Vocational Education, Hubert W. Houghton State University College at Brockport, Brockport, New York

The Counselor Educator Looks at the Disadvantaged Student, Noah Brown, Jr. Director of Special Student Service Programs, Wayne State University

The Counselor Educator Looks at Elementary Guidance, Harold F. Cottingham Visiting Professor Fordham University

The Counselor and His Image: As His Colleagues Perceives Him, Dean L. Hummel, Chairman; Department of Guidance, Counseling and Student Personnel, Ohio University, Athens, Ohio

Special acknowledgement and appreciation is extended to Dr. Donald Merachnik for his services as director of the project.

- ADDENDUM -

The Division of Vocational Education has initiated special pilot projects specifically designed to explore and develop approaches that may contribute to the broad spectrum of experiences basic to career choices.

Funded under the Vocational Education Act Amendment-1968 allotments, reports of these projects planned for distribution include the following:

1. Vocational Awareness of Elementary School Children
2. Placement: A Guidebook for Counselors
3. The School-Community Coordinator
4. Audio-Visual Aids in Vocational Guidance and Counseling
5. Counselor-Teacher Coordination
6. Report of 1968/69 Vocational Guidance Projects

It is hoped that these reports will be helpful to counselors, teachers, administrators, counselor and teacher educators in their respective functions in the field of education.

Thomas W. Gambino
Director of Career Development